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ABSTRACT

The document presents 12 papers on the vocational training and placement of severely disabled persons based partly on Project Employability, which involves the placement and on the job training of the severely disabled. Titles and authors include: "Placement of Severely Disabled Individuals into Competitive Employment--A Two Year Progress Report, 1978-1980" (P. Wehman et al.); "Training and Advocacy in Job Placement of Severely Handicapped Workers" (P. Wehman); "Fading Staff Assistance in an On-the-Job Training Program" (P. Wehman, M. Hill); "An Analysis and Evaluation of the Failures of Severely Disabled Individuals in Competitive Employment" (L. Kochany, J. Keller); "Employer and Nonhandicapped Coworker Perceptions of Moderately and Severely Retarded Workers" (M. Hill, P. Wehman); "An Analysis of Supervisor Evaluations of Moderately and Severely Retarded Workers" (M. Hill et al.); "Parental Attitudes Toward Vocational Training and Placement of Mentally Retarded Adults" (J. Pentecost, Jr.); "Parental Perceptions of Employment for Severely Disabled Individuals--A 12-Month Assessment" (P. Goodall et al.); "Improving the Work Productivity of a Mentally Retarded Woman in a City Restaurant" (S. White, K. Kennedy); "Reducing Noncompliance and Inappropriate Verbal Behavior in a Moderately Retarded Food Service Worker--Use of a Systematic Fading Procedure" (L. Kochany et al.); "Maintaining the Employability of a Severely Retarded Food Service Worker--Use of a Changing Criterion Program" (J. Keller); and "Reactivity and Its Effect on Performance of Severely Handicapped Food Service Trainees" (J. Fisher et al.). (DLS)

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VOCATIONAL TRAINING AND PLACEMENT OF SEVERELY DISABLED PERSONS

Project Employability - Volume 2
1980

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In the past two years a great many people have helped make Project Employability and the trainer-advocacy model a success. All of these people had essentially one goal in common: to help severely disabled individuals work competitively for the first time. We would like to acknowledge some of these people here.

Peggy Gould, Paul Atkinson and the staff of the Henrico Adult Services Center have been extremely supportive in the local adult program. In addition to providing office space and staff assistance their attitude has been exemplary in working through problems.

Paul Bassett and Jim Cook of the Virginia Department of Rehabilitative Services agency continue to be helpful and supportive in providing financial assistance for the project. Paul Bassett's belief in job placement for severely handicapped people has been a principle factor in making this project work. We deeply appreciate it.

The assistance of Christy Henss and Claude Reed in working out an acceptable liason between the DRS System and Project Employability has allowed us to finally access underserved clients to DRS. Christy's enthusiasm and spirit of cooperation has been laudatory.

We cannot begin to thank all the employees, floor supervisors and co-workers who were supportive when clients were having difficult adjustment periods. It is these people that ultimately will retain our clients as employees.

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We very much want to thank two more people who have significantly shaped the success of Project Employability. Janet Hill, currently the coordinator of another project serving severely/profoundly retarded youth, was instrumental in making Project Employability a credible force in the Richmond area. W. Grant Revell, currently the Coordinator of Developmental Disabilities at the Virginia Department of Rehabilitative Services, has been an extremely influential force in promoting the concept of trainer-advocacy vocational services for severely disabled individuals. A tireless worker, he has helped us relate our efforts to the rehabilitative service system. We are indebted to each of these individuals.

Finally, we wish to acknowledge the parents and clients who trusted us in efforts to make competitive placements.

Paul Wehman
Mark Hill

Preface

In two years Project Employability has come from a church basement to over a dozen job sites with moderately and severely retarded and cerebral palsied workers. The individuals placed by Project Employability have been frequently excluded from rehabilitative services and are usually the recipients of Supplemental Security Income (SSI). In the last year we have been able to work more closely with the rehabilitation system. We have referred severely disabled clients to the rehabilitation system for initial evaluation and eventual placement by Project Employability.

Job placement efforts have been characterized by a combination of training and advocacy. These two functions are inseparable and are critical in demonstrating client competence as well as maintaining the client in his/her job. Most of the people placed have never worked competitively or been prepared to work competitively. Their work histories have been limited to bench work or activity center experiences. After two years of working with this population we feel, increasingly, that traditional sheltered work activity does not prepare individuals fully for employment in non-sheltered settings. Sheltered employees do not know how to interact with or relate to nonhandicapped people, they do not have good orientation/mobility skills, and they often lack endurance.

Our placement successes and failures have also taught us that a "train-place-and follow-up" model is effective. The traditional train-place-and forget model followed by many counselors is not effective, as Horner and Bellamy (1979) have aptly pointed out, with a moderately to severely retarded population. However, the logical application of a behavior training model suggests

that maintenance of a client's job must be programmed with intermittent reinforcement and feedback to employers. We have utilized such a follow-up system.

The present monograph builds on last year's monograph which was directed primarily to introducing the trainer-advocacy model and sharing our initial placement and on-the-job training efforts. Last year's monograph (Wehman & Hill, 1979) can be obtained on microfiche from the National Vocational Education Clearinghouse at Ohio State University in Columbus, Ohio. It is currently in the ERIC system for information retrieval. The current monograph has gone beyond last year's focus on program development into a focus on the perceptions of employers, coworkers, and parents, all significant facilitators or inhibitors of job placement and retention. Apparently, the client's competence is no more important, or even less important, than what coworkers and employers perceive about the individual. It appears that we must more closely investigate the behavior of employers and coworkers, (Rusch, Menchetti, & Schutz, 1980; Schutz, Rusch, & Lamson, 1979). We have also, presented the cumulative data for placements for the first year and second year. The wages earned and taxes paid by these individuals is impressive, especially as this type of program is repeated in many other cities and towns nationally.

Paul Wehman
Mark Hill

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PLACEMENT OF SEVERELY DISABLED INDIVIDUALS INTO COMPETITIVE EMPLOYMENT: A TWO YEAR PROGRESS REPORT, 1978 - 1980

Paul Wehman
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The development and dissemination of this report was supported by an Innovation and Expansion grant from the Virginia Department of Rehabilitative Services.

PLACEMENT OF SEVERELY DISABLED INDIVIDUALS INTO COMPETITIVE EMPLOYMENT:
A TWO YEAR PROGRESS REPORT, 1978 - 1980

Project Employability has been in existence a little under two years and in that time has been heavily involved in job training, placement, and follow-along services. The project works primarily with mentally retarded individuals who have been or are considered by rehabilitation counselors to be severely disabled. This does not mean that we exclusively place severely mentally retarded persons. What it does mean, however, is that our pool of clients, who are drawn from a local adult program and DRS counselors, are usually classified as moderately to severely retarded with average IQ's ranging in the middle forties.

In the past year several noteworthy events have occurred and bear mention. First, the number of job sites have increased from three to over a dozen throughout the greater Richmond area. Second, we have attempted to place only one to two clients in a site as opposed to our earlier thinking which suggested placing several individuals. Although this earlier strategy was initially cost effective by allowing for more placements and closer staff supervision, it became increasingly evident that in order to retain clients without project staff that company supervisors had to exert more supervision. Third, we arranged a system with the regional rehabilitation office to facilitate counselor referrals. Fourth, food service utility positions have become the focal area of job concentration that the project has used for placements. We anticipate eventually expanding into other service occupations; however, the food service area has proven to be fruitful in terms of job availability and also as being excellent for entry level workers i.e., those with very limited work histories. Finally, as the following progress and summary tables indicate, the amount and

type of data which have been collected to date is an exciting portrayal of the vocational potential which mildly, moderately and severely retarded workers have when given the appropriate level of advocacy and training support.

Perhaps the most significant realization which the project has come to grips with is that a number of the individuals which have been placed may always require some form of periodic i.e., monthly, follow-along or check-up service by a case manager. This is not to suggest that specific on-site-training will be necessitated, but instead, that an employer, parent or client may need the counsel of a case manager who is available to advocate. If such a need seems too costly or unwieldly consider the alternative of serving these same clients in a sheltered workshop for $40 a month or having them "recreate" every day for the rest of their lives in an adult activity center. Our experiences suggest that rehabilitative service monies are insufficient for this assistance and may always be. It appears that state and local mental retardation, social service, and CETA funds must be used in conjunction with vocational rehabilitation funds.

Before turning to the table which outlines the placements, a final word is in order relating to definitions. Placement is considered any situation where an employer actually hires the client and puts him/her on the payroll. Clients are not "closed" by Project Employability ; in some cases we work with individuals for weeks and weeks beyond the traditional 60-day closure period. Other situations may only require a very brief intervention period. A client is nc longer worked with if he/she resigns from the job and has no interest in returning. We cannot make clients work nor can we always persuade over-protective parents to give their son or daughter a chance to work. Several clients have been terminated and in those cases we have been working with the

respective agencies to improve future work experiences i.e., employability.

The following four tables crystallize the number of people who have been directly placed by the project staff. Data reflect the areas which we consider to be most significant for evaluating this program plus assessing the general cost effectiveness.

CLIENT SUMMARY TABLE

OCTOBER 1978 TO MARCH 14, 1980

Employment Status Placed/ Employed	Percent Placed & Maintaining Competitive Employment	Cumulative Months of Employment	$\bar{X}$ Months Employed Per Client	$\bar{X}$ Hours Worked Per Week	Cumulative Days Absent/ Late	Number of Clients Considered Severely Disabled by DRS Standards	Number Within 5% of Non-handicapped On-Task Behavior
33/26	79%	227.3	6.9	38	123/53	27	26

Male/Female	Number w/ Institutional History	Living Arrangement: Group Home	Living Arrangement: Home or w/ Relative	Living Arrangement: In Apartment	Number w/ Formal Rehabilitation Training	Number in Special Educ. Public School Program Previously	Mean $\bar{X}$ Worker Chronological age	Wages per Year at Present Rate	Number Receiving 1 Hour or Less Supervision Per Day
26/7	7	7	21	5	5	27		25	21
79%/21%	21%	21%	64%	15%	15%	82%	28.6 Years old	$139,299.00	81%

PROJECT EMPLOYABILITY CLIENTS WAGE AND TAX INFORMATION[1]
OCTOBER 1, 1978 - MARCH 14, 1980

PLACEMENT DATE	NAME	TOTAL MONTHS EMPLOYED	GROSS INCOME	FEDERAL INCOME TAX 8%	STATE 1.9%	F.I.C.A. 6.8%	TERMINATION DATE IF NOT PRESENTLY EMPL.
10/78	Carl*	17	$3,651.00	$292.08	$ 69.37	$248.27	
10/78	Ned	14	$3,790.90	$303.20	$ 72.01	$257.72	
11/78	Len	16	$7,635.00	$610.80	$145.07	$519.18	
12/78	Eric	15	$6,822.15	$545.77	$129.62	$463.91	
2/79	Ted	13	$6,402.31	$512.18	$121.64	$435.35	
3/79	Bonnie	12	$6,234.76	$498.78	$118.44	$423.91	
3/79	Bill	12	$4,344.00	$397.52	$ 82.53	$295.39	
3/79	Jenny*	12	$3,055.00	$244.40	$ 58.04	$207.74	
3/79	Sam	12	$4,658.40	$372.64	$ 88.50	$316.74	
3/79	Jack	6	$2,242.39	$179.50	$ 42.60	$152.48	9/24/79
4/79	Terry*	8	$1,638.67	$131.09	$ 31.13	$111.43	2/21/80
4/79	Rudy	11	$5,700.04	$456.00	$108.30	$387.60	
5/79	Sara	2	$ 243.35	$ 19.44	$ 4.61	$ 16.52	7/14/79
5/79	Mary	3	$ 998.36	$ 79.86	$ 18.96	$ 67.86	8/29/79
5/79	Paul	6	$3,031.00	$242.48	$ 57.59	$206.11	3/12/80
6/79	Roger	5	$4,766.40	$381.30	$ 90.60	$324.15	
7/79	Joe	4	$1,867.00	$149.36	$ 35.47	$126.96	12/3/79
7/79	Wayne	8	$3,139.70	$251.17	$ 59.65	$213.50	

* University is closed for 2 months during the summer.

[1] Positions are full and part-time ranging from 20 to 40 hours per week.

PROJECT EMPLOYABILITY CLIENTS WAGE AND TAX INFORMATION[1]
OCTOBER 1, 1978 - MARCH 14, 1980

PLACEMENT DATE	NAME	TOTAL MONTHS EMPLOYED	GROSS INCOME	FEDERAL INCOME TAX 8%	STATE 1.9%	F.I.C.A. 6.8%	TERMINATION DATE IF NOT PRESENTLY EMPL.
7/79	Tom	4	$1,017.00	$ 81.36	$ 19.32	$ 69.16	10/24/79
8/79	Brian*	7	$3,002.50	$240.16	$ 57.04	$204.13	
8/79	Jeb	6	$3,576.00	$286.08	$ 67.94	$243.17	
8/79	Larry	6	$2,102.16	$168.16	$ 39.94	$142.94	
9/79	Jeff	6	$1,967.74	$157.42	$ 37.39	$133.81	
9/79	Lane	6	$2,946.45	$235.72	$ 55.98	$200.36	
9/79	Rose	5.75	$1,373.65	$109.89	$ 26.10	$ 93.41	
12/79	Delbert	3	$ 669.60	$ 53.57	$ 12.72	$ 45.49	
1/80	Jesse	2	$1,096.80	$ 87.74	$ 20.84	$ 74.58	
2/80	Bart	2	$ 695.00	$ 55.60	$ 13.20	$ 47.26	
2/80	Stanley	1	$ 655.50	$ 52.44	$ 12.45	$ 44.57	
2/80	Dexter	1	$ 227.00	$ 18.16	$ 4.13	$ 15.44	
2/80	T.J.	1	$ 237.93	$ 19.03	$ 4.52	$ 16.18	
2/80	Bell	.3	$ 124.00	$ 9.92	$ 2.36	$ 8.43	
3/80	Ruth	.25	$ 124.00	$ 9.92	$ 2.36	$ 8.43	
	TOTALS	227.3	$90,035.76	$7,202.86	$1,710.67	$6,122.43	

* University is closed for 2 months during the summer.
[1] Positions are full and part-time ranging from 20 to 40 hours per week.

TABLE 1. JOB PLACEMENT SUMMARY SHEET - PROGRESS REPORT FOR PROJECT EMPLOYABILITY MARCH 14, 1980

CLIENT[1]	AGE	CLIENT DISABILITY	REHABILITATION STATUS AT PLACEMENT DATE	JOB TITLE	AVG. HRS WORKED PER WEEK	EMPLOYER	DATE HIRED	SOURCE OF CLIENT REFERRAL
1. Carl	24	Severely Retarded/ Non-verbal	None	Food Service Utility Worker	30	University Restaurant	10-23-78	Adult Activity Center
2. Ned	35	Moderately to Severely Retarded	28- Services closed	1)Groundsman; 2)Pot Scrubber	40 25	1)University Grounds 2)Nursing home	10-1-78 to 12-20-78 3-23-79	Adult Activity Center
3. Len	23	Moderately Retarded	22- Work ready; however, considered marginal	1)Food Service Utility Worker; 2)Dish Machine	40 40	1)University Cafeteria*; 2)Nursing home	11-13-78 to summer layoff 5-29-79	Rehabilitation Counselor
4. Eric	20	Borderline M.R./ Spastic Quad./Severe Speech Imp.	18- Ready for training program	Freight/Passenger Elevator Operator	40	Hospital Transportation Department	12-1-78 part time 2-1-79 full	Rehabilitation Counselor
5. Ted	57	Moderately Retarded/ Slight Visual Impairment	28-Services closed	Food Service Utility Worker	40	Hospital Department of Food Service	2-16-79	Adult Activity Center
6. Bonnie	28	Moderately Retarded	None	Food Service Worker	40	County Employee Cafeteria	3-5-79	Adult Activity Center
7. Bill	27	Moderately Retarded/ Speech Impairment	28- Services Closed	1)Kitchen Utility Worker 2)Kitchen Utility Worker	40 35	1)University Cafeteria*, 2)Commerical Cafeteria	3-19-79 to summer layoff 5-25-79	Adult Activity Center
8. Jenny	35	Moderately Retarded	28- Services Closed	Dining Room Worker/Line Runner	30	University Cafeteria*	3-19-79	Adult Activity Center
9. Sam	30	Shunted Hydrocephalic/Right Eye Blind/M.R.	28- Services Closed	Dish Machine Operator	40	Nursing Home Kitchen	3-19-79	Adult Activity Center
10. Jack	34	Moderately Retarded/ Profoundly Deaf/ Cerebral Palsy	18- Ready for training program	1)Pot Scrubber 2)Pot Scrubber	25 40	1)University Cafeteria*, 2)Nursing Home Kitchen	3-26-79 summer layoff 5-29-79	Group Home
11. Terry	18	Moderately/Mildly Retarded	18- Ready for training program	Utility Worker	40	Hospital Cafeteria	4-11-79	Public Schools
12. Rudy	52	Moderately Retarded	None	Utility Worker	40	County Employee Cafeteria	4-16-79	Adult Activity Center
13. Sara	26	Moderately Retarded	28- Services Closed	Snack Tray Packer	20	Commercial Snack Company	5-14-79	Sheltered Workshop
14. Mary	31	Mild to Moderate M.R./Emotional & Alcohol Problems	22- For two year period	Motel Chamber Maid	36	Commercial Motel	5-29-79	Sheltered Workshop
15. Paul	30	Moderately Retarded	28- Services Closed	Motel Maintenance Seasonal	36 to 20	Commercial Motel	5-25-79	Adult Activity Center
16. Roger	28	Moderately Retarded	28- Services Closed	Custodian II	40	County Employee Maintainance	6-25-79	Adult Activity Center
17. Joe	20	Moderate/Mildly Retarded	20- Ready for Employment	Custodial Worker	40	Hospital Department of Housekeeping	7-20-79	Rehabilitation Counselor

[1] All names are fictitious

*This University Cafeteria operated for 9 months a year only.

TABLE 1 continued

CLIENT[1]	AGE	CLIENT DISABILITY	REHABILITATION STATUS AT PLACEMENT DATE	JOB TITLE	AVG. HRS WORKED PER WEEK	EMPLOYER	DATE HIRED	SOURCE OF CLIENT REFERRAL
18. Wayne	26	Moderate/Mildly Retarded	28- Services Closed	Day Utility Worker	23 to 33	Commercial Restaurant	7-9-79	Sheltered Workshop
19. Tom	20	Moderately Retarded	None	Food Service Worker	40	County Employee Cafeteria	7-17-79	School Vocational Counselor
20. Brian	22	Moderately Retarded	28-Services Closed	Line Runner	35	University Cafeteria	8-14-79	Department of Mental & Retardation
21. Jeb	28	Moderately Retarded	None	Porter		Retirement Home Kitchen	8-20-79	Adult Activity Center
22. Larry	24	Borderline M.R./ Cerebral Palsy	20- Ready for Employment	1)Kitchen Utility Worker 2)Janitorial	35 25	1)Commercial Cafeteria 2)Department Store	8-28-79 3-24-80	Rehabilitation Counselor
23. Jeff	28	Moderately Retarded	20- Ready for Employment	Kitchen Utility Worker	35	Commercial Cafeteria	9-4-79	Rehabilitation Counselor
24. Lane	25	Moderately Retarded	None	Floor Assistant (Bus Tables)	40	Commercial Cafeteria	9-15-79	Rehabilitation Counselor
25. Rose	29	Moderately Retarded	20- Ready for Employment	Silver Wrapper	24	Commercial Cafeteria	9-25-79	Rehabilitation Counselor
26. Delbert	26	Mildly Retarded/ Quadriplegia	18- Ready for Training	Ticket Checker	20	University Cafeteria	12-14-79	Sheltered Workshop
27. Jesse	24	Moderately Retarded	18- Ready for Training	Porter	37	Private Club	1-7-80	Public Schools
28. Bart	29	Moderately Retarded	02- Applicant	Food Service Worker	32	Private Hospital	1-21-80	Self Referral
29. Stanley	23	Mildly M.R./ with Emotional Problems, Hearing Disability	18- Ready for Training	Kitchen Helper	38	Sandwich Packing Company	2-12-80	Sheltered Workshop
30. Dexter	20	Moderately Retarded	18- Ready for Training	Food Service Worker	37	Chemical Company Cafeteria	2-21-80	Public Schools
31. T.J.	24	Mildly Retarded	20- Ready for Employment	Kitchen Helper	36	Commerical Hotel	2-21-80	Rehabilitation Counselor
32. Bell	19	Mildly Retarded	20- Ready for Employment	Clerical	20	Doctor's Office	2-29-80	Rehabilitation Counselor
33. Ruth	23	Moderately Retarded/ Down Sydrome	06- Extended Evaluation	Kitchen Helper	35	Commercial Hotel	3-7-80	Sheltered Workshop

TABLE 2

CLIENT	TOTAL DAYS ABSENT	TOTAL DAYS TARDY	TOTAL WAGES EARNED	FRINGE BENEFITS AVAILABLE	FREQUENCY OF POSITIVE SUPERVISOR EVALUATIONS	PREVIOUS EMPLOYMENT EXPERIENCE	DEGREE OF PREVIOUS SKILL TRAINING	PRESENT EMPLOYMENT STATUS
1. Carl	3	0	$3,651.00 3.20/hr	Comprehensive	7 out of 7	None	Arts and Crafts; Domestic Skill Emphasis	Hired Full Time (30 hours per Week)
2. Ned	5	3	$3,790.90 3.10/hr	None due to part time status	0 out of 1 from Groundsman job; 5 out of 6	Sheltered Workshop	Extended Sheltered Training; Arts and Crafts Emphasis	Hired Part Time
3. Len	2	10	$7,635.00 3.15/hr	Comprehensive	5 out of 6	None other than work adjustment in a workshop	Pehabilitation Center Food Preparation Training	Hired Full Time
4. Eric	11	2	$6,822.15 3.35/hr	Comprehensive	4 out of 5	None	Cerebral Palsy Center in Academic Training and Physical Therapy	Hired Full Time
5. Ted	2	9	$6,402.31 3.35/hr	Comprehensive	5 out of 5	None other than work adjustment at Sheltered Workshop	Short period of Janitorial Training at Activity Center	Hired Full Time
6. Bonnie	8	0	$6,234.76 3.16/hr	None	9 out of 10	None other than short employment at local restaurant	Food Service and Janitorial Training at Activity Center	Hired Full Time (CETA - 18 month program)
7. Bill	10	5	$4,344.00 3.10/hr	1) None 2) Comprehensive	6 out of 6	Sheltered Workshop	Short Period of Janitorial Training at Activity Center	Hired Full Time
8. Jenny	4	0	$3,055.00 3.10/hr	Comprehensive	5 out of 6	Sheltered Workshop	Industrial and Domestic Skill Training	Hired Full Time
9. Sam	7	7	$4,658.40 3.10/hr	Comprehensive	6 out of 7	None	Short Period of Food Service and Janitorial Training at Adult Ctr.	Hired Full Time
10. Jack	9	3	$2,242.39 2.96/hr	1) None due to part time status 2) Comprehensive	4 out of 5	Part time at restaurant for short period of time	Minimal Training in Janitorial Area	Resigned - Family Problems 9/24/79
11. Terry	5	0	$1638.67 3.10/hr	Comprehensive	2 out of 4	None	Minimal Training in Janitorial Skills (School Program)	Terminated- Social Problems 2/21/80
12. Rudy	2	0	$5,700.04 3.16/hr	None	6 out of 6	None	Food Service and Janitorial Training at Activity Center	Hired Full Time (CETA 18 months program)
13. Sara	0	0	$243.35 piece rate ave. 1.70	None due to part time status	2 out of 2	Sheltered Workshop	Industrial Training at Sheltered Workshop	Terminated - Low work rate 7/14/79
14. Mary	2	2	$998.36 2.90/hr	Comprehensive	1 out of 1	Sheltered Workshop	Industrial Training at Sheltered Workshop	Terminated - Social Problems 8/29/79
15. Paul	10	0	$3,031.00 3.10/hr	Comprehensive	2 out of 3	None	Food Service and Janitorial Training at Activity Ctr.	Terminated - Job Reclassified 3/12/80
16. Roger	0	1	$4,766.40 3.31/hr	None	2 out of 2	None	Food Service and Janitorial Training at Activity Ctr.	Hired Full Time
17. Joe	16	1	$1,867.00 2.95/hr	Comprehensive	2 out of 2	Short Term Employment	Carpentry Work	Terminated - Absenteeism 12/3/79

TABLE 2 continued

CLIENT	TOTAL DAYS ABSENT	TOTAL DAYS TARDY	TOTAL WAGES EARNED	FRINGE BENEFITS AVAILABLE	FREQENCY OF POSITIVE SUPERVISOR EVALUATIONS	PREVIOUS EMPLOYMENT EXPERIENCE	DEGREE OF PREVIOUS SKILL TRAINING	PRESENT EMPLOYMENT STATUS
18. Wayne	5	0	$3,139.70 3.20/hr	Comprehensive	3 out of 4	Sheltered Workshop	Industrial Training at Sheltered Workshop	Hired Full Time
19. Tom	4	0	$1,633.20 3.16/hr	None CETA Employed	3 out of 3	CETA Summer Position Part time Janitoral Work At School (part of Vocational Prog.)	Vocational Training in School Program	Pestoned - Family Problems 10/24/79
20. Brian	0	2	$3,002.50 3.10/hr	Comprehensive	3 out of 3	Information not available	Information not available	Hired Full Time
21. Jeb	7	2	$3,576.00 3.10/hr	Comprehensive	2 out of 2	None	Arts and Crafts Workshop Skills Training	Hired Full Time
22. Larry	12*	2	$2,102.16 3.10/hr	None	3 out of 3	Short Term Employment	Cordet Foundation	Hired Part Time
23. Jeff	3	2	$1,967.74 3.10/hr	None	3 out of 3	Short Term Employment	Woodrow Wilson	Hired Full Time
24. Lane	0	0	$2,946.45 3.20/hr	Comprehensive	4 out of 4	Sheltered Workshop	Industrial Training at Sheltered Workshop	Hired Full Time
25. Rose	5	2	$1,373.65 3.10/hr	None	2 out of 2	None	Work Adjustment Program	Hired Part Time
26. Delbert	4	0	$ 669.60 3.10/hr	None	1 out of 1	None since accident	Woodrow Wilson Independent Living	Hired Part Time
27. Jesse	3	0	$1,096.80 3.20/hr	Comprehensive Comprehensive	0 out of 2	None	Woodrow Wilson Janitorial Training	Hired Full Time
28. Bart	5	0	$ 695.00 3.10/hr	Comprehensive	1 out of 1	Nursing Home Food Service Worker	None	Hired Full Time
29. Stanley	0	0	$ 655.50 3.45/hr	Comprehensive	Not yet received	None	Sheltered Workshop	Hired Full Time
30. Dexter	0	0	$ 227.00 3.10/hr	Comprehensive	Not yet received	None	Public School	Hired Full Time
31. T.J.	0	0	$ 237.93 3.10/hr	Comprehensive	Not yet received	Food Service Hospital	Woodrow Wilson Janitorial	Hired Full Time
32. Bell	0	0	$ 124.00 3.10/hr	Health Insurance	Not yet received	None	Work Experience Program	Hired Part Time
33. Ruth	0	0	$ 124.00 3.10/hr	Comprehensive	Not yet received	None	Work Adjustment Program	Hired Full Time

*Injured on job

TRAINING AND ADVOCACY IN JOB PLACEMENT OF SEVERELY HANDICAPPED WORKERS

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TRAINING AND ADVOCACY IN JOB PLACEMENT OF SEVERELY HANDICAPPED WORKERS

Systematic instruction and advocacy are two critical elements to job placement and retention for severely handicapped individuals. Vocational training is an important factor in elevating the level of client work competence (Bellamy, Horner, & Inman, 1979). Advocacy, on the other hand, is often directed toward positively changing the attitudes of nonhandicapped individuals in the clients work and community environments (Biklen, 1976).

In order for a severely handicapped person to succeed in competitive employment over a long period of time and with a minimum amount of professional assistance or support, job skill alone is probably insufficient to maintain employment. For example, clients with no verbal skills or limited motor behavior will frequently require special provisions or consideration by non-handicapped co-workers and employers. It is important that the feelings and attitudes of co-workers be taken into account. If co-workers feel a disabled individual is not "pulling his/her load" or is receiving unfair privileges it may negatively affect morale and lead to social exclusion of the client. More importantly, the client loses what might be a critical ally for assistance in strange or unfamilar situations where a nonhandicapped person might function more quickly or capably (Hill & Wehman, 1980).

It must be recognized that training techniques have not reached the degree of sophistication for preparing disabled citizens for <u>all</u> possible situations which may arise in complex heterogeneous work and/or community environments (Rusch, & Mithaug, 1979). The inadequate amount and quality of vocational/ career education that has been provided to many severely handicapped individuals when in school must also be taken into consideration.

The purpose of this paper is twofold. First, specific training techniques are described in conjunction with learning problems which arise in on-the-job training situations. The focus is on providing training assistance in real work environments which consist primarily of nonhandicapped workers. A second part of this paper involves how to advocate on behalf of severely handicapped clients with nonhandicapped co-workers, employers, and in some cases over-protective parents or guardians.

Information presented throughout this article is based on the Project Employability job placement program. Project Employability is a demonstration project funded by the Virginia Department of Rehabilitative Services which involves the placement of moderately and severely retarded persons into competitive employment. The experiences and data generated from Project Employability (Wehman, Hill & Koehler, 1979a ; Wehman, Hill & Koehler, 1979b) have significantly shaped our opinions on the importance of advocacy and extended on-the-job training in the long term employability of severely handicapped persons. For more on the design and results of Project Employability, the reader is referred to Wehman & Hill (1979).

Problems Encountered in On-the-Job Training

The following section is devoted to a brief explanation of several problems which frequently surface once an initial job placement of a severely handicapped individual is made. Of course, problems may be more frequent and/or diverse in nature as the functioning level of the person decreases. We have found that severely handicapped individuals (those in the general IQ range of between 20-50) are likely to present fewer motivational deficiencies and more work proficiency

problems i. e., speed, quality. Higher functioning individuals seem to present more off-task and noncompliant behaviors although they usually grasp job requirements quickly. Below are listed five major problem areas which must be addressed across all functioning levels of handicapped workers when placed in competitive employment. The section which follows will address methods for overcoming these problems.

Broadening the Range of Jobs a Client Can Perform

Traditionally, severely disabled persons have received employment training which was limited in scope and which did not sufficiently prepare the individual for the local job market. Frequently training has taken place in nonfunctional skills which purportedly help the client become "ready" for work i.e., sorting colors or shapes. Yet the range of job competencies required, even in unskilled food service or custodial utility positions, can be far reaching depending on the size and location of the cafeteria or hotel. Teaching to criterion levels competence in a) sweeping, b) dishwashing, c) tray sanitizing and d) busing tables is fine until the foreman introduces the industrial vacuum cleaner which must be operated before closing. If the client cannot quickly learn new jobs his/her overall value is diminished substantially to the supervisor. Because of the high turnover and absenteeism in many unskilled or semi-skilled positions, workers must be able to fill in and perform absent co-worker's job duties. Hence one problem which most training programs do not adequately address is the development of work skills which are generalizable across a variety of specific jobs and settings.

Improving Job Quality

Each place of employment has certain standards and methods by which a job must be done. These standards vary within every company and organization. It is critical that teachers and placement specialists be able to analyze job requirements and employer expectations for different jobs. Both aspects must be analyzed. If a supervisor feels that a client has been "pushed" on him by the Personnel Director, the requirements of the job may be more stringent. For example, picking up trash on the grounds could be a very difficult job to attain mastery on if the supervisor is rigorous in what is accepted as clean or not clean. The severely handicapped worker must avoid appearing incompetent on the job or unable to maintain a level of quality equivalent to nonhandicapped co-workers.

Increasing Work Rate

Even if one's performance is errorless, speed will also be considered. The worker who picks up every piece of trash but takes three days to do it will be terminated from his job. What is critical in this situation is analyzing why the person is slow. By assessing what factors are interfering with rate, an eventual strategy can be devised to improve rate. Here are several possible reasons for diminished or inconsistent rate:

1. Lack of reinforcement or positive consequences associated with job;
2. Physical or health related problems which make it difficult to perform at an adequate speed;
3. Frequent distracting factors in job areas;
4. Poor memory by the client thus requiring continual repetition of earlier parts of task.

An analysis of the trainee's work characteristics and the job setting over a period of several consecutive days will usually yield information, such as the points above, which will facilitate program planning.

Working Without Supervision: Self-inititated Performance

Probably one of the most frequently heard complaints from employers about severely handicapped workers who are mentally retarded is that they cannot work independently over sustained periods of time. The lack of self-initiated work performance can partly be attributed to educational programs which foster dependence on the teacher by students. Limitations in self-initiated work can also be traced to the initial problem noted i.e., the ability to perform only a limited number of jobs.

Those workers who do not self-initiate performance limit their employability in three significant ways. First, the probability of advancement to more stimulating work is greatly diminished. Second , the perceptions of co-workers of the handicapped worker may be negative. And third, the client may lose the job if the employer gets tired of continually reminding him what has to be done.

Fading Trainee Assistance

Most on-the-job training programs which are effective with severely handicapped individuals provide for direct trainer assistance and guidance. Helping the client adjust to the job is an important part of the supervisor's role. This form of intervention is usually welcomed by the company's supervisor who is looking for assistance as well. Unfortunately, the trainee will become dependent on the trainer unless there is a systematic effort to fade (reduce) the amount of assistance. The number of hours and minutes provided

in training should be recorded thereby yielding a daily or weekly benchmark of guidance. In the following section the fading process is described in considerably more detail.

Techniques for Overcoming On-the-Job Training Problems

There are several basic instructional techniques which may be used to overcome the problems described above. These techniques are not complex yet when provided in an orderly sequence can facilitate behavior change (Alberto &Schofield, 1979; York, Williams, & Brown, 1976). They are listed below.

Verbal Instructions

The initial form of assistance offered should be a verbal cue or instruction to correct the problem or lack of appropriate behavior. A verbal cue may also be used to increase rate or prompt a sequence of self-initiated work behaviors.

Verbal instructions are the most natural form of cue or assistance provided in work settings. With severely handicapped workers instructions should be short, direct, and minimize extraneous (not necessary) words. Inservicing of employers and co-workers in the trainee's work environment should include the type of verbal cueing which is optimal for the trainee.

Gestural Assistance

Pointing is another effective means of eliciting behavior from severely handicapped workers. Pairing a verbal cue with a gesture or looking in the desired direction is another acceptable format of communication in most work establishments. Gestures frequently are more effective than verbal cues alone with clients who have difficulty in processing what the supervisor is asking. Gesturing is also a more universal form of communication which

allows nonverbal clients to initiate and receive social interactions. In order for gesturing to be effective the client must pay attention to the supervisor or co-worker giving the gesture.

Modeling and Demonstration

Showing a client how to do a job is a more involved form of instruction and is time-consuming in busy work settings. Ideally, preemployment training should already have taken place so that job proficiency is not a question. Also, for modeling to be a successful instructional strategy, the client should be able to imitate. Inservicing of employers in modeling techniques should reflect the necessity of demonstrating skills in small steps or clusters. As with gesturing it is necessary to have the clients' attention before modeling the behavior.

Physical Guidance

Some clients will require hands-on assistance and manual guidance in completing portions of a skill. Fast paced work environments are not usually the ideal places for this type of training which requries precision instruction. However, it may be that a new piece of equipment is introduced or the clients' job role is expanded to include new tasks; if so, then physical assistance may be necessary.

Practice

Establishing a work routine which provides substantial practice and repeated trials on a task(s) is the surest way of increasing work proficiency even though extended practice will probably not be possible while on the

job. However, in placement of a severely handicapped worker it is a good practice to start in a job with few tasks initially i.e., running a freight elevator; cleaning pots; wrapping silverware.

Feedback

Providing information to a client as to how he or she is doing on a job is feedback. Feedback lets the individual know that the work being completed is not correct or that it is very well done. In either event, it is good instructional strategy to inform the trainee as soon as possible, especially with a new trainee.

Social Reinforcement

Social reinforcement is praise, approval, attention, compliments, etc. Social reinforcers can come from parents, co-workers, training staff, employers, or even from the worker to himself. To be effective they should be contingent, that is, immediately follow the target behaviors being developed. When a severely handicapped client is new on the job, immediacy of reinforcement will help him/her understand the relationship between the special attention that is being received and the job just completed. Labeling, or telling why reinforcement is being given ("Ted, nice job of scraping all the plates!") will also help the client understand.

In fast paced work establishments with all nonhandicapped workers, it is still possible to follow these principles. It may not, of course, be possible all throughout the workday but then again the client may need this specific assistance only on selected parts of the job. The key factor here in inservicing employers is to stress the importance of each of the above points in utilizing

reinforcement. Also, involving other individuals in reinforcement of the client who previously have been excluded i.e., family members, may prove fruitful in motivating the worker.

Specific Advocacy Strategies

As was noted in an earlier section, the most carefully planned instructional program cannot foresee all possible circumstances which may arise in a work environment. Therefore, it is necessary to plan advocacy strategies to utilize nonhandicapped co-workers who may be willing to assist severely handicapped clients. Advocacy cannot be a passive process; it must be planned and not left to chance. Ultimately, if nonhandicapped individuals in the work environment can be enlisted to assist the client in work adjustment the probability of long-term job retention is probably higher. Below are described several specific advocacy strategies which may be utilized in job placement and retention programs for severely handicapped persons. We make the basic assumption that a teacher or counselor is initially available in the work environment to provide training and advocacy for the trainee.

Informing Co-workers of Client's Behaviorial Characteristics

In order to heighten co-workers' sensitivity and awareness of the client's unique characteristics it is usually a good practice to discuss with workers, individually, the incoming client. For example, if Robert is beginning work for the first time competitively in a laundry room, yet cannot hear and is severely mentally retarded, it will be helpful to alert co-workers to these disabilities. By pointing out the positive features of Robert's abilities and his strengths i.e., strong work attitude, parental support, co-workers

will be able to view Robert with a more balanced perspective.

In a similar fashion it is generally wise to discuss some of the realistic expectations and potential which a disabled client will have with a certain job. There is a wide variability between what nonhandicapped co-workers perceive as a disabled employee's work capacity. This is especially true in jobs where there are many uneducated or predominantly illiterate nonhandicapped persons employed. If co-workers can be prepared for the clients personality and learning characteristics it usually facilitates the early days of the placement and makes it easier for the staff to fade assistance.

Maintaining Regular On-Site Contact

Perhaps the most critical element in successful on-the-job training programs with severely disabled workers is the sustained presence i.e., training and/or advocacy of a job counselor for teacher. Bearing in mind that most moderately or severely retarded trainees have little experience at independent functioning in real work environments or community environments, then it should be apparent that the initial entry to these settings will be difficult without assistance.

The presence of staff, initially, is necessary for the following reasons:

1. Help train client in specific job functions:
2. Help train client in appropriate social behaviors;
3. Help client and co-workers communicate or at least get adjusted to to each other communication system;
4. Demonstrate to supervisor the staff commitment to client adjustment;
5. Demonstrate to parents the commitment to helping the client adjust;
6. Observe and record client progress.

Although this approach may be criticized as being too costly or resulting in a difficult fading - off of staff, realistically it is the only way with many severely retarded persons, especially those who never received training in real environments. Furthermore, it is possibly the most effective form of advocacy because it is on-going and sensitive to changes in the attitudes of workers and supervisors.

Helping Client Complete Job

As an extension of the previous advocacy strategy, helping a client complete a job may also be utilized as an advocary strategy. This should not necessarily be construed as performing all of the job for the worker. However, in some cases it may be quite appropriate to provide physical assistance when a worker is having difficulty learning a particular aspect of the job.

Reinforcement of Nonhandicapped Co-Workers

Looking for opportunities to praise, compliment, or thank nonhandicapped co-workers for their support and assistance in helping a client adjust is another advocacy strategy. Providing recognition to an employee through a written letter with a copy to the personnel director can be an even more effective means of displaying gratitude to co-workers.

It is critical that a positive co-worker attitude toward handicapped employees not be taken for granted. It cannot be assumed that this attitude is normal and therefore should go unreinforced. Without embarrassing co-workers, subtle reinforcement can serve to strengthen relationships between handicapped and nonhandicapped employees.

Providing Parental Support in Problem Situations

Parental assistance and support plus regular communication eventually may lead to conversion of the most recalcitrant parents or family members. In placing a client for the first time competitively will result in the following type of questions:

1. "What happens to John's SSI payment?"
2. "How does John get to work?"
3. "Will John get too tired? He's never worked 40 hours a week."
4. "Will John be alright?" Will his co-workers take advantage of him?"
5. "John doesn't need to work -- we give him all the money he needs."

In order to respond intelligently and persuasively to these points, reasonable answers must be carefully thought out. It may be that parents who are extremely concerned might come to the job placement from time to time to see John work. In another problem situation a representative from the Disability Determination Office might visit with parents explicitly describing SSI rules and provisions.

Once parents trust staff, then they may become very strong advocates of a job placement program. Such parents can help influence other reluctant parents as well. However, before reaching this level of trust, the informational advocacy described above is necessary. Parents may respond negatively only because they are frustrated and do not know where to get satisfactory answers.

Reinforcing Employers

As noted earlier, co-worker reinforcement is necessary. Equally important is recognition for employers who are willing to hire severely disabled employees.

There are a number of ways to draw attention to the floor supervisor or department director who supports disabled employees. These include:

1. Employer plaques or commendations which leave a permanent product in the employer's office;
2. Reports to the television or newspaper media describing the employer's efforts;
3. Newsletters for other employers which describe the affirmative action efforts of your employer;
4. Letters to the employer's supervisor expressing thanks for assistance and support;
5. Written or verbal thanks and compliments directly given to the supervisor.

Although these techniques are surely not extensive, it is once again a question of not leaving the willing employer unattended or taken for granted. Employers can and do vacillate; that is, they change their minds about hiring handicapped persons frequently at times without for apparent reasons. Also, they are under covert pressure from other subordinates to not hire severely disabled people to do an equivalent job. Meeting these pressures successfully and maintaining an affirmative action for severely disabled workers must be reinforced

Summary

This paper has crystalized several of the problems which occur in an on-the-job training program for severely handicapped individuals. Limited job repertoire, job quality, work rate, self-initiated work performance, and dependence on staff were among the difficulties which consistently arise. These problems were viewed as areas which must be resolved in order to maintain severely handicapped individuals in their jobs.

Seven techniques were suggested as ways of overcoming these job related problems. They included: verbal instructions, gestures, modeling, physica'

assistance, practice, feedback, and social reinforcement. It was discussed that some of these methods may be difficult to implement all day long in a busy work environment.

Advocacy was also identified as an important process which was necessary for helping severely handicapped workers adjust to new work environments. There were six advocacy strategies listed. These involved:

a. informing co-workers of clients' behavioral characteristics

b. maintaining regular on-site contact

c. helping client complete job

d. reinforcement of nonhandicapped co-workers

e. providing parental support in problem situations

f. reinforcing employers for cooperation

Training and advocacy form the basis for job placement of moderately and severely handicapped individuals. Practitioners involved in these job placement must balance these two areas off and know when to implement one or more of the strategies discussed.

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FADING STAFF ASSISTANCE IN AN ON-THE-JOB TRAINING PROGRAM[1]

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FADING STAFF ASSISTANCE IN AN ON-THE-JOB TRAINING PROGRAM

One problem which can and does occur in job training programs for the mentally retarded is reducing the amount of time which a trainer must spend with a client who is new to a job. In order to help many mentally retarded adults adjust to a competitive employment placement, it is frequently best to provide initial training and advocacy support at the job site. (Rusch & Mithaug, 1980; Wehman, Hill, & Koehler, 1979). What this usually involves is having a trained staff member i.e., from a special education or rehabilitation discipline present as often as possible in the early stages of the placement and gradually decrease the amount of time available over a period of several weeks or even months. Although this type of support cannot usually be obtained from rehabilitation counselors who have heavy caseloads, it is, inall probability, the type of assistance which moderately and severely retarded individuals require for job retention.

The purpose of this paper is to discuss a) the problems involved in maintaining staff at a site for client training and advocacy, b) to identify solutions for these problems, and c) to present data which demonstrate a means for assessing the amount of staff time necessary with a client. Finally, data are provided which summarize the gradual reduction in hours and minutes which Project Employability staff have spent with placements made in the past year.

The Staff Fading Dilemma

Although the presence of trained staff will influence the work adjustment and job retention of severely disabled individuals, it may be an expensive price to pay in terms of staff withdrawal. Five problems are described below which are characteristic in an intensive on-the-job training program. They

include financial expenditure, staff reluctance, real supervisor dependency, client and parent dependency and rate of fading.

Financial Expenditure

The cost effectiveness of an on-the-job training model is only borne out once a certain number of placements are made and retained. For example, if a $10,000 per year job counselor must spend six months with two severely retarded persons in a cafeteria every day, then the cost of his/her salary is probably not warranted. On the other hand, if this supervision is necessary for four weeks and then gradually faded while new placements are added, then the cost may be more competitive. The cost would also be competitive if six to eight severely retarded persons who had never worked before were adjusted into a competitive employment situation within a six month period.

Thus the first problem related to fading is the cost i.e., financial resources, invested in training and maintaining severely disabled clients. It is especially difficult to fade when certain individuals, with extended on-site training, would probably make excellent employees in the long run. This problem argues for more effective pre-employment training and preparation.

Staff Reluctance to Withdraw

A second difficulty in reducing staff assistance is that trainers often become personally involved in a client's progress and feel it necessary to be continually present. While this is a laudable goal in terms of ensuring the trainee's work performance to the employer, it does not foster independence on the job. Although, it is a natural emotion to not wish to leave the individual alone, the daily presence of a familiar staff member may, in fact, cultivate

a client's dependency on the trainer. One solution to this problem which merits some consideration is the regular rotation of different trainers into work sites. This will allow for interaction with all clients who have been placed. Such a strategy should help to diminish the close attachments which staff members gain with clients.

Client/Parent Dependency on Staff

Closely related to the above problem is that of clients and/or families of clients who become so dependent on the availability of daily individualized attention that the quality of their performance is reduced significantly with the removal of staff. Parents may need staff assurances initially in order to feel sufficiently comfortable to let their son or daughter go to work; eventually, however, parents must be "weaned" from these assurances. One way of coping with this problem is having parents visit the work establishment from time to time and view their son's/daughter's job competency. Dependent clients can be involved with co-workers at lunch or breaks while the trainer gradually becomes less accessible.

Real Supervisor Dependency on Trainers

Another fading problem which may occur is that some managers will not want the trainer to leave. If no systematic efforts have been made to have the disabled worker interact with and/or take orders from the real supervisor, the trainer will unwittingly become a necessity for the client's job retention.

Consider a case where the real supervisor directs all orders to the trainer who in turn directs them to the client. While this may be appropriate for a few days initially, in the long run this will be disastrous for fading the trainer from that site. Obviously what happens in this extreme situation is that the

real supervisor is in no way prepared to cope with the client and may not even want to interact with him. Consequently, the real supervisor will continually request assistance and daily on-site supervision from the trainer.

Rate of Fading

A fifth issue to be considered is how quickly to withdraw staff assistance. Is it appropriate to think that all clients should initially require daily supervision and two weeks later three-day-a-week supervision, culminating in weekly checks for 60 days? In short, at what point can the amount of staff time be reduced? These questions cannot be answered for all clients but rather should be considered on an individual basis with each client's data serving as the basis for decision-making. The use of on-off task performance, amount and type of prompts, and supervisor's evaluations will quickly provide feedback to the trainer as to the rate with which fading can occur. One has only to consult the literature in response maintenance training (e.g., Kazdin, 1975) to determine strategies for enhancing fading.

There are two primary areas to remember when determining the rate of trainer fading. First, rapid withdrawal of staff assistance may very well result in complete loss of any behavioral gains established earlier. And second, fading which occurs too slowly leads to two of the problems discussed above: Client/parent dependency and real supervisor dependency. The next section provides a discussion of techniques which may be employed to attack several of the problems which surround the dilemma of fading staff assistance.

Solving the Fading Dilemma

There are a variety of techniques which can be used and which are based on operant training i.e., generalization and response maintenance literature.

These techniques are described below. It is important to remember, however, that at this point limited data are available to support these strategies. Empirical studies done in real work settings are necessary.

Transferring Verbal Control from Staff Trainer to Real Supervisor

Initially all training, prompts, and job requests may be filtered from the real supervisor through the trainer to the client. This is especially true with nonverbal trainees or other clients with special problems which might normally inhibit employer communication. As the number of trainer prompts approaches that normally required of a supervisor to direct a nonhandicapped worker, the trainer begins involving the real supervisor in the worker prompts. This is done initially by modeling worker prompts while the real supervisor is in close proximity. The trainer can later explain to the real supervisor what prompts have been necessary to insure the client does his job. In addition it must be restated that the trainer will not always be able to remain on site full time. The real supervisor's directives must be redirected to the client.

Reduction of Supervisor and Client Accessibility to Trainers

A second technique for overcoming employer and client dependence on staff is to systematically reduce the trainer's presence. This will promote the number of supervisor-client interactions and transfers the locus of control to the real supervisor. The initial periods of trainer absence should be during a time when the operation is at a slower pace and when the manager is not under pressure; and consequently more likely to offer additional time. Eventually the trainer's presence is reduced over more days and during higher pressure times. Each client does require differing trainer reduction schedules. In

addition some minimal assistance may be necessary on a continuing basis for clients with more severe disabilities where less disabled clients may be maintained with little or no follow-up services.

Transferring Reinforcement of Client to Real Supervisor

Early in training the client is frequently prompted and reinforced by the trainer. In some cases, the client may even receive his payroll check from the trainer who can help the client through the check cashing and depositing process. Once the client realizes the significance of the pay check, however, it is important for the supervisor to present the client's check. Modeling verbal reinforcement while supervisory staff is present, and explaining to the supervisor the benefits of reinforcing client on-task behavior must be initiated as the trainer begins to fade out. Changing project staff during training facilitates easier generalization from trainer to supervisor.

Teaching Self Reinforcement

Teaching the client the significance of the "pay check" and producing a chart showing daily earnings facilitates one basic self-reinforcement technique. The following example utilizes self-reinforcement: one client's job is to remove and stack dishes, pots, and silverware as it comes through the dishwashing machine. If the client is not fast enough the machine will stop until the worker can catch up. The client has been taught to self monitor and reinforce himself with language by making statements to himself such as; "Good job, the machine has only stopped two times this morning." Another self-reinforcement technique is matching high levels of behavior with reinforcement such as short breaks when the worker gets caught up or works ahead of criterion. Self reinforcement techniques can be utilized to help maintain criterion levels of performance as the trainer begins fading out.

Use of Co-Workers

Enlisting nonhandicapped co-workers into the training process will, in the long run, facilitate job retention. It must be recognized that once a trainer begins to withdraw from the work site, the co-workers are the peer group with which the client must interact with acceptably. If these individuals are helpful and supportive, then the client's disability may very well be minimized. On the other hand, if the individual is not accepted, then complaints to the supervisor will probably result in eventual termination.

A suggested practice for having co-workers become involved is for the trainer to gain rapport with them explaining a little about the client's disability, background, and related behavioral characteristics. In this way, co-workers will not be shocked or upset at the instrusion of a disabled individual into their work environment.

Unobtrusive Observation Schedules

When workers, handicapped or nonhandicapped, know their behavior is being recorded and observed they usually work faster (e.g., Fisher, Wehman, & Young, 1979). This finding suggests that the presence of a trainer may effect the performance of clients. Therefore, another suggestion for fading involves having trainers observe clients unobtrusively or sending unfamiliar staff members to record an individual's progress.

If in some work sites there is more than one placement, and some individuals are more competent, then it may be necessary for working with the less competent clients and for trainers to arrange a schedule of visitation which does not coincide with the work schedule of the more advanced clients. This scheduling avoids continued dependency by the more competent workers.

Assessment System for Recording Staff Time On-Site

The key measure in evaluating staff fading capability is the amount of time spent training the client. Project Employability incorporates two time measures in evaluating staff fading procedures. From a simple cost effective standpoint, whether the trainer is intervening or not, time at work site translates into money spent on the client(s). Therefore, it is necessary to keep time logs of total hours and minutes spent by trainers at different job sites. This measure, however, is not sensitive to the gradual fading of direct intervention since a basic fading strategy is reducing the trainer's availability from the client and supervisor. The trainer at times must remain on the site, out of sight, yet available for crisis situations. A second measure, total intervention time, although more subjective provides a more sensitive analysis of training requirements. Theoretically, the number of minutes should be reduced as the client becomes increasingly proficient and the real supervisor/co-workers take over control.

Although evaluation of the time spent intervening provides indicators for fading, the exact point of cut-off, how quickly a fade-off should be made and how frequently postplacement checks are necessary are not yet clear. Further research in the field and continued monitoring of existing job placements is necessary.

In order to illustrate the fade off of staff time for the 33 placements to date Table 1 indicates the amount of time necessary per month for each client on two variables: (1) the total amount of time spent at the job site; (2) the total amount of time that the job coordinators spent directly or indirectly

intervening through training or advocacy. Table 2 illustrates the total time spent at each job site.

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Insert Table 1 and 2 About Here
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Case Studies Demonstrating Staff Fading

The three case studies below provide data to illustrate the effectiveness of the Project Employability's fading process of on-the-job training. The data also support the cost effectivneness of providing on-the-job training in competitive employment.

Wayne

Wayne is a 27 year old young man who has mild oculomotor dysfunction, high blood pressure, a kidney disease (Brights) and a reported IQ score of 54. Wayne was attending a county occuptational center when Project Employability found a job for him in a fast paced seafood chain restaurant. The job description included mopping, cleaning bathrooms, filling ice bins, assisting in unloading the delivery truck, occasionally picking up trash in the parking lot, and running the dish machine.

The trainer remained with Wayne the entire work day for the first three weeks. During this phase many prompts were required to promote skill acquistion in the specific tasks required. Once Wayne learned the specific skills the trainer began involving the real supervisor in giving instructions about the sequence of duties. During the fourth and fifth week the trainer reduced her availability to the client and real supervisor to 85% of the work day. Wayne was left alone during non-pressure times on tasks he had learned. Periodic prompts were given to improve his speed and efficiency. In the sixth week of employment the trainer further reduced her availability to 30% of the work day. The real supervisor indicated at this time his apprehension about Wayne ful-

TABLE 1

AMOUNT OF MONTHLY STAFF HOURS WITH CLIENT(S) AT JOB SITE[1]
JUNE 1979 - MARCH 14, 1980

	NAME	JUNE		JULY		AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		MARCH	
		T	I	T	I	T	I	T	I	T	I	T	I	T	I	T	I	T	I	T	I
10/78	Carl							150	82	100	84	36	20	36	27	36	6	36	4	18	2
10/78	Ned*	100	20	100	40	120	25	200	50	210	50	160	55	160	65	140	65	120	65	50	20
11/78	Len*	100	17	100	13	40	10	15	6	10	3	5	2	4	2	2	1	1	1	1	1
12/78	Eric	6	4	4	2	2	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
2/79	Ted	25	18	10	6	5	4	3	1	2	1	1	1	1	1	1	1	1	1	0	0
3/79	Bonnie*			160	10	100	6	100	6	60	4	40	4	25	4	20	5	40	1	20	1
3/79	Bill*	160	93	160	49	140	13	200	22	100	6	36	1	36	1	15	0	10	0	5	0
3/79	Jenny*					140	120	200	70	100	20	36	9	36	3	15	3	10	2	5	1
3/79	Sam*	100	5	100	10	120	5	200	5	210	5	160	5	160	5	140	5	120	5	50	2
3/79	Jack*	100	17	100	14	40	8	15	2	resigned 9/24/79											
4/79	Terry					4	2	4	3	30	15	2	1	4	3	2	1	2	1	1	1
4/79	Rudy*	160	30	160	22	100	10	100	4	60	10	40	13	25	23	20	10	40	10	20	10
5/79	Sara	terminated 7/14/79																			
5/79	Mary	36	36	20	16	10	6	terminated 8/29/79													
5/79	Paul	60	60	40	25	35	10	10	7	5	4	4	3	4	3	4	3	4	3	job reclassified	
6/79	Roger	40	39	70	64	3	3	2	2	1	1	1	1	1	1	1	0	1	0	1	0
7/79	Joe			100	42	40	6	2	1	2	1	1	1								
7/79	Wayne			80	60	43	30	12	10	13	8	2	1	4	1	1	1	1	1	12	4
7/79	Tom*			160	72	100	58	100	9	60	5	resigned 10/24/79									
8/79	Brian*							200	100	100	59	36	7	36	5	15	2	2	1	2	1
8/79	Jeb*					120	60	200	130	210	140	160	80	160	80	140	60	120	40	50	20
8/79	Larry*					90	2	140	5	96	2	30	3	5	3	4	1	5	1	0	0
9/79	Jeff*							140	34	96	12	30	1	5	1	4	1	5	1	1	1
9/79	Lane							62	20	30	5	3	1	3	1	2	1	10	1	5	1
9/79	Rose							140	32	96	50	30	3	5	3	4	1	5	1	1	1
12/79	Delbert													54	54	25	10	15	2	3	1
1/80	Jesse															120	80	96	38	62	17
1/80	Bart															64	22	10	3	3	1
2/80	T.J.																	21	8	10	1
2/80	Stanley																	25	10	4	1
2/80	Dexter																	32	22	30	5
2/80	Bell																	4	4	35	35
3/80	Ruth																			85	40

[1]Although project's first placement was made October, 1978, these type of data were not collected until June, 1979. The date of placement is listed next to each client's name. The names used are fictious.

*More than one client at job site, sometimes requiring 2 staff members.

T = Total staff time spent at site.
I = Intervention - amount of time advocating and training.

TABLE 2

STAFF TIME UTILIZATION SUMMARY BY JOB SITE
JUNE 1979 - MARCH 14, 1980

JOB SITE	NAME	TOTAL STAFF TIME/HOURS ON SITE	TOTAL INTERVENTION TIME/HOURS
Westminster Canterbury Nursing Home	Len	278	56
	Jack		
Lakewood Manor Nursing Home	Ned	1360	455
	Sam		52
	Jeb		610
Henrico County Government Complex Cafeteria	Bonnie	725	41
	Rudy		142
	Tom		144
University of Richmond Cafeteria	Bill	862	185
	Jenny		228
	Brian		175
Stanley's Cafeteria	Larry	370	17
	Jeff		51
	Rose		91
University of Richmond Dry Dock	Carl	412	224
MCV Hospital	Eric	16	11
Cabines Cafeteria	Ted	49	32
MCV Cafeteria	Terry	47	26
Nation Wide Gourmets	Sara	0	0
Regency Inn South	Mary	66	58
Day's Inn	Paul	166	128
Henrico Government Complex Grounds	Roger	120	111
MCV Hospital North	Joe	149	51
Red Lobster	Wayne	168	116
Piccadilly Cafeteria	Lane	105	30
VCU Cafeteria	Delbert	97	67
Bull and Beer Club	Jesse	278	135
St. Lukes Hospital	Bart	77	26
John Marshall Hotel	T.J.	31	9
Macke Company	Stanley	29	11
Du Pont	Dexter	62	27
Doctor's Office	Bell	39	39
John Marshall Hotel	Ruth	85	40
TOTAL		5,586	3,429

filling his duties and that he was requiring too much supervision. The project trainer then increased slightly her direct intervention time and began emphasizing the need for the real supervisor to take over. Over the next four weeks the trainer gradually reduced her availability until the tenth week when she spent two hours or less monitoring the new employee's progress. In the 13th week the supervisor requested assistance in training a new task, vacuuming. This was a temporary and largely unnecessary increase in time; the real supervisor subsequently began taking all responsibility for training new jobs. By the 15th week the trainer was calling or visiting the job site once a week to maintain a limited follow-up on Wayne's progress. Figure 1 depicts Wayne's increased independence.

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Insert Figure 1 About Here
- - - - - - - - - - - - - - - -

Roger

Roger, 28 and classified mildly retarded (Full Scale 61) had been institutionalized for nine years previous to being referred to Project Employability. Frequent reports of abusive language and complaints of being overworked characterized his institutional evaluations. Subsequent improvement stimulated the institution to place Roger on a 30 day convalescent leave in a community group home. Due to his positive adjustment in the group home he was recommended for discharge.

Roger attended an adult services center for several months before being placed by Project Employability in a Custodian II CETA funded position at a government building complex. Roger was proficient in many of the specific skills required for the job; however he lacked necessary skills in orienting and communication. The first day allowed project staff to become aware of

the total job requirements and to specify a daily routine which would meet the criteria.

During the second day a fading strategy was implemented; Roger was left alone at lunch and breaks for the remainder of the week. Since the specific skill requirements were not a problem for Roger the major barrier to fading staff time were his problems with orienting to the various buildings and remembering which floors he had serviced. The trainer was able to monitor Roger's behavior without his knowledge for many of the tasks. Verbal prompts and routine repetition reduced his confusion in orienting significantly by the end of the third week. Staff time was reduced from four hours daily to one hour daily during the fourth week. The real supervisor had been made aware of the type and amount of prompts given in Roger's training. When staff time was reduced the real supervisor began using similar and sometimes identical verbal prompts as those utilized by Employability staff. During the fifth week Roger was observed failing to deal with co-workers questions especially when dealing with another handicapped co-worker. The job advocate elected to increase intervention time to specifically work on Roger's job related communication skills. The co-workers were enlisted in the intervention and the nature of Roger's handicaps were discussed along with suggestions on how to deal with Roger on a daily basis. This intervention and the additional elapsed time increased the number of appropriate co-worker interactions. Intervention time was again reduced to less than one hour daily. In the next two weeks no problems occurred and Roger was successfully meeting all of the job requirements. Presently occasional checks are sufficient for Roger's continued employment.

Brian

Brian was referred to Project Employability by a city Mental Retardation case manager. Brian's records were not available to the project, it was known, however, that Brian was 22 years old, labeled as moderately retarded, and considered competitively unemployable by his DRS counselor.

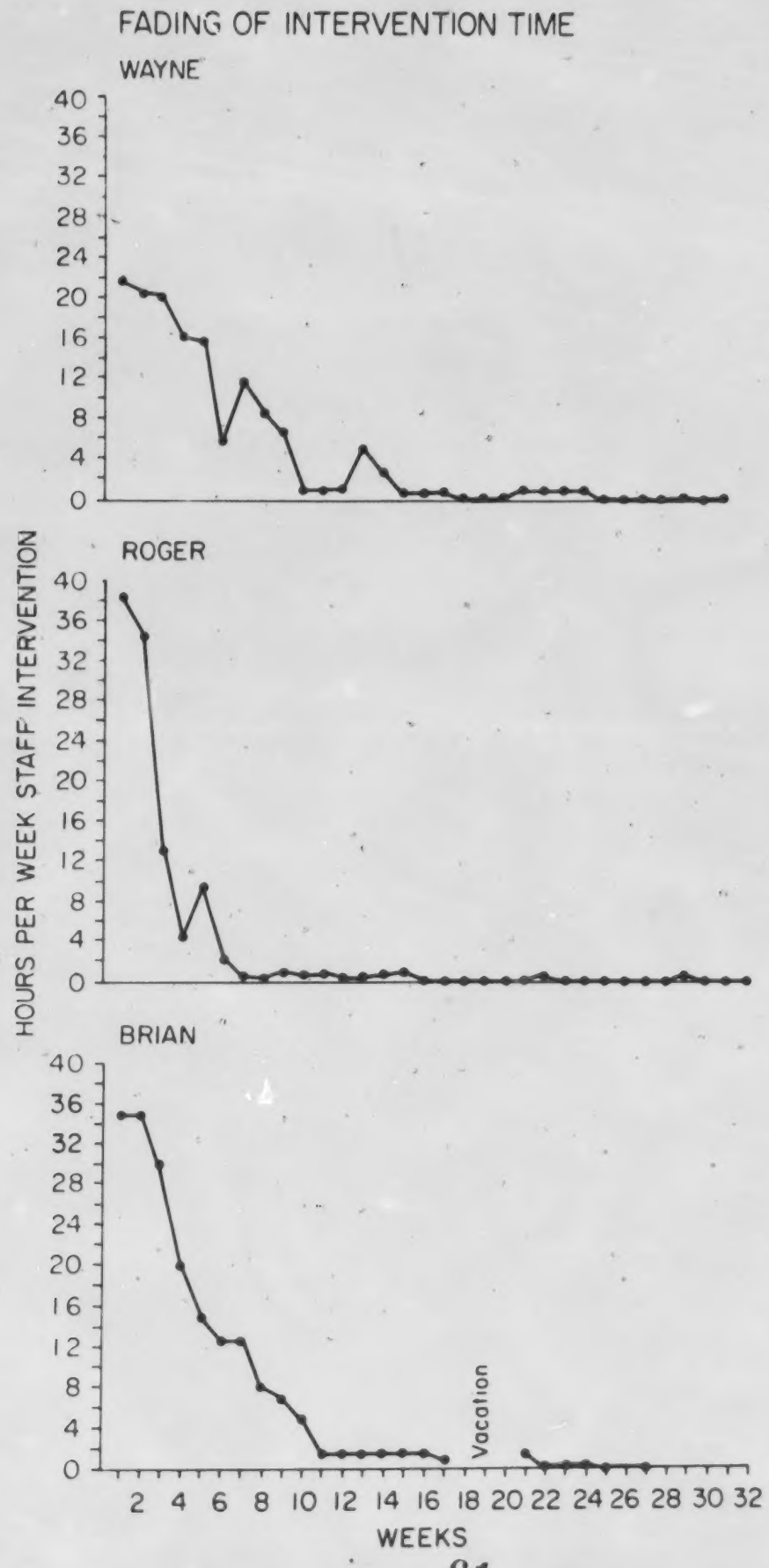
Brian was placed in a full time position (35 hours) in a University cafeteria as a dishroom operator. An on-the-job trainer was assigned to him and remained with Brian full time for two weeks. During this time Brian's routine was established and his production rate increased. Two major barriers to his continued employment were identified: the first was an inability to change exhausted gas tanks which provided pressure to the soda machine and second a lack of social behavior in communicating with his co-workers.

The first obstacle created a problem because the pressure tanks only required changing every one or two days and could be dangerous if done improperly. During the first few weeks the trainer was always able to lead Brian through the process; however, as the trainer began fading, instruction fell to the real supervisor. Initially the real supervisor rushed through the steps. Trainer intervention was applied here and eventually the real supervisor became an effective teacher and Brian learned to change the tanks independently by the end of the seventh week.

The second obstacle required training in reducing loud verbalizations and increasing appropriate co-worker communications. It was noted that Brian appeared to work better with women. The trainer reduced his direct intervention drastically and encouraged the female supervisor to prompt Brian. Brian responded well to the real supervisor and began to make many co-worker friends who then became advocates for Brian when any problems arose. By the tenth week less than two hours per week were required to maintain Brian on his job.

Figure 1

Fading of Staff Intervention Time in
Three Disabled Clients


FADING OF INTERVENTION TIME
WAYNE
ROGER
BRIAN
HOURS PER WEEK STAFF INTERVENTION
0
4
8
12
16
20
24
28
32
36
40
Vacation
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32
WEEKS

Concluding Remarks

The fading strategies discussed in this paper were developed to facilitate the reduction of staff time required in helping severely disabled adults maintain competitive employment. Financial considerations, staff reluctance to withdraw, client/parent dependency on staff, real supervisor dependency on trainers, and the rate of fading were discussed as obstacles to independent job functioning. Each individual and each job site are characterized by special obstacles to employment. All of the strategies discussed may not be necessary for every client yet can be levers for removing obstacles when necessary.

Specific data were presented indicating the intervention time spent for each client placed by Project Employability over a nine month period. The data supports the cost effectiveness of on-the-job training for severely disabled adults.

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AN ANALYSIS AND EVALUATION OF THE FAILURES OF SEVERELY DISABLED INDIVIDUALS IN COMPETITIVE EMPLOYMENT

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AN ANALYSIS AND EVALUATION OF THE FAILURES OF SEVERELY DISABLED INDIVIDUALS IN COMPETITIVE EMPLOYMENT

Although job training and placement programs for handicapped individuals are clearly on the rise (Rusch & Mithaug, 1980), relatively little attention seems to have been paid to systematically identifying those factors which contribute to a) job failure or b) one's inability to be hired. With those individuals considered to be severely disabled these factors are especially important. Severely disabled persons usually cost more to rehabilitate (Walls, Tseng,& Zarin, 1976) and are substantially more difficult to place and maintain. Yet the savings which accrue from reductions in supplemental social security once job placements are made should provide a tremendous motivation for aiding severely disabled individuals in work adjustment.

Experiences with Project Employability have demonstrated that severely handicapped clients can acquire and maintain positions in competitive employment. However, it is imperative that we study those individuals who fail as well as follow those who succeed. It is only from a careful analysis and evaluation of severely disabled job applicants and their work adjustment difficulties that future placements can be more easily made.

Therefore, the present paper was developed in order to isolate numerous factors which diminish the prospect of employment or lead to termination. The paper is divided into two major sections: 1) potential parameters for failure in employment and 2) case study discussions of the problems which have occurred in Project Employability.

Parameter of Potential Failure

Attendance and Tardiness

One factor frequently involved in the dismissal of handicapped workers is inadequate attendance and excessive tardiness. (Rudrud, Ferrara, & Ziarnik, 1980). Although employers usually allow a number of yearly absences, absences exceeding one day a month become a problem in continuing employment. Repeated tardiness of more than seven minutes usually brings disciplinary action. Although an employer may excuse reasonable absences which are previously approved, unapproved absences or failure to call in when absent from work are not likely to be excused.

In the employment of handicapped workers a number of variables may lead to high rates of absenteeism. Handicapped workers often lack skills necessary for maintaining good attendance records. These skills may include independence in transportation, time concepts and a knowledge of the contingencies involved in working. For example, a client who depends on others for his transportation to work does not usually have control of the parent or friend who brings him to work. The driver may have little concept of the importantance of the client being on time. A client who is independent may have adequate bus or walking skills but may not have the time planning skills necessary, particularly if working on a job with differing shifts. For example, recently one client was consistently either showing up several hours early or late; he could not plan which bus he must catch to get to work exactly on time. In other cases, workers do not understand the importance of attendance or getting to work on time.

Consider a recent situation where two employees arrived at work an hour early everyday and then clocked in. After they punched their cards in, they then left the work area and went to the front of the building to wait for

another employee. After several occurrences the supervisor spoke to them. She clearly stated this behavior was unacceptable, and that clock-in time meant it was time to go to work. The next morning the clients punched in and proceeded to the front where they stayed for forty-five minutes. Even though they both knew the correct time to clock-in they did not use this knowledge effectively. The project staff had to intervene, establishing rules for the clients and enforcing them.

Parental Influence and Reluctance

Parents' attitude toward the employment of their son/daughter can determine the success or failure of a placement. Although they may desire their child to work, frequently they have not fully realized the impact employment would have not only on the child but to the family structure which they have become accustomed. Without full support from the parents, successful long term employment is unlikely.

Several problem areas have been identified in which the parents' reluctance and/or interference can lead to termination of employment, or difficulty in continuing the employment. The most frequently occurring problems are:

1. Lack of understanding of the benefits Supplemental Security Income and the Social Security Administration provide and that they will end
2. Lack of cooperation in work related areas such as obtaining proper uniforms
3. Failure to assist in providing transporation
4. Prompting the son/daughter to call in when it is required.

Previous experiences with agencies such as schools and adult service centers where all transportation and services were provided do not promote parental

responsibility in these areas. Some parents have also expressed their insecurities by frequently calling the job site and the job coordinators or visiting a job site. This type of interference is not usually understood or tolerated by personnel directors or floor supervisors.

Consider the difficulties which can arise with parent concern over loss of Supplemental Security Income payments or disability payments. A worker employed in a food service position which did not provide benefits such as sick leave, vacation days, and health insurance was withdrawn from the job with only two weeks of the nine months of work adjustment time provided by the Social Security Administration remaining. His parents were afraid to give up the guaranteed income he and they received because of his disability. Another parent through lack of understanding of the work adjustment period sought to have her son's salary reduced. She mistakenly believed he would continue receiving benefits if this was done.

Parents have also been reluctant to provide transportation with many citing that this was not required of them when the child went to school or attended the adult centers. One parent requires her son to take a cab to work, costing about a quarter of his income, although she does not work and could provide transportation. The young man felt he was required to spend his money unnecessarily and his job attitude deteriorated because of the transportation problem.

Examples may also be drawn from reluctant parents who feel insecure about the child's ability to work, and the environment in which they have been employed. In one case a mother frequently called and visited the job site. She also assisted her son with his job on her visits. This suggested to both the employer and coworkers that he could not perform his job acceptably.

As these brief examples show, parental attitude and influence must be considered as a major factor in job placement. The parent who objects to kitchen work because it is too menial will pass this feeling on to the client, even though the job is appropriate and meaningful to the client. The parents' insecurities can effect job performance adversely, sometimes causing attitude and behavioral problems.

Supervisor Vacillation

Supervisors have vacillated on job descriptions, their attitudes, evaluations of job performance, and administrative support they are willing to offer to a disabled worker. All of these are key factors in the success or failure of the client. Without an accurate job description (tasks required, number of supervisors, etc.) the matching of the best client to the job is difficult, if not impossible. Descriptions that have changed after placement have caused withdrawal of clients, or many additional hours of training. Supervisor evaluations that do not reflect problems that exist give an incorrect impression of the worker to those who might only read these reports and not see the supervisor on the job site. Without adequate information of type found on the evaluations (done monthly for the project) support services cannot be scheduled to meet the true needs of the client. Finally the support the supervisor is willing to give the disabled worker must be considered. Supervisors who offer many prompts and verbal reinforcement of a worker must be fairly consistent. The supervisor who vacillated between silence and over-prompting a client, or inappropriate (noncontingent) praise can cause confusion, behavioral problems and inadequate job performance. Instances of supervisor vacillation in each of these areas have been encountered by project staff in the placement of clients.

The vacillation of supervisors on job descriptions can also lead to the loss of a placement. For example, recently a young woman who was referred to the project was to be placed in a large hospital kitchen. The job was described as one of a utility worker who scraped trays, washed them and put clean empty trays on carts. The client was briefly interviewed by the supervisor and then placed in an unpaid on-the-job training position. Soon after beginning training the client was moved to the beverage area. In this job she had to read lists from each floor of how many and what drinks were needed. She was not able to read quickly and accurately enough to compete for this position. This deficit then placed the project and the client in a negative position.

Although it would seem that any supervisor reinforcement would contribute to the success of a client this has not always been the case on job sites. Supervisors whose reinforcement is offered inconsistently and not always at times when work has been well performed, leads to confusion on part of the client. These same supervisors often over prompt a client on a task. Every segment of the job is prompted. The supervisor does not have time to maintain this level of instruction. Often when this intensive teaching is withdrawn the client will not perform adequately. One client, whose supervisor often does this, has become confused about his routine. He has had to be retrained twice since beginning his job. Without a consistent routine of reinforcement, and teaching strategies, independent work expectations will be lowered.

Critical Nonvocational Skills

In addition to competency on job tasks, skill or performance of many related tasks are important to job success. Competency on work tasks does not guarantee success in the absence of adequate communication, transportation,

orientation, time and scheduling skills or necessary functional academics.

Communication skills necessary to job success vary greatly with the individual placement. Interview skills are an area in which many clients fail. A client who is unable to state his name and pertinent personal information or who lacks appropriate social skills to maintain a conversation may not be considered competent enough to fill a position, even though adequate job skills are present.

Once employment or training has begun, communication skills must be adequate for completion of job tasks. For example, a severely retarded pot scrubber in Project Employability fulfills communication requirements although he is basically echolalic, because his job requires little interaction with coworkers except in asking for materials. On the other hand, a higher functioning individual may not fulfill communication requirements for a food service job in which orders are taken although speech and language levels are well developed.

Transportation skills necessary for job success also vary from placement to placement. Many clients may be transported by agency personel or parents whereas others may be required to exhibit bus riding, bike riding or walking skills. Transportation may pose problems both in job placement and maintainence. In some cases jobs have been discovered to be inadequate because of their location such as being not located on a bus line and not within walking distance.

Time concepts are important to the job, not only in attendance and tardiness as discussed previously, but in appropriate break and lunch taking. It is important that each client either learn to tell time or have an adequate method of recognizing important times in the working day. Time concept may

be crucial to job success.

Many jobs require a degree of functional academics, either in the performance of the job or in the work related areas. For example, in one kitchen there is no time clock, thus requiring the employees to sign in and out manually. One individual has difficulty in writing times and had to be trained. Jobs may require schedule reading, particularly if work shifts change from day to day or week to week. Some jobs may require more reading skills than the client possesses.

Functional academics is a determining skill for many jobs. One client was employed in a cafeteria, where her job required that she read and fill simple orders. A verbal report of adequate reading skills was not questioned by placement personel. However, it was found on the job that her reading was not fast enough to fulfill production standards, resulting in her termination.

Orientation and transportation skills often cause problems with jobs requiring orientation skills. One client had orientation problems which caused problems both on the job, in transporatation and in job related situations. He had problems remembering which door led to the line and which led to the dining room. He also had to be prompted for several months in order to find the employee's dining room, which was directly connected to the kitchen.

Work Competency

A factor which most individuals familiar with handicapped individuals might choose as the most likely to affect job failure is the individual's ability to learn and complete tasks with accuracy and speed. While this

variable is probably the most definitive single factor in maintaining employment, it interacts with other variables to a considerable extent. Upon completion of both pre-employment and on-the-job training, the client must be able to perform his job accurately, with only infrequent employer prompts at an acceptable speed. Standards set by different employers often vary greatly; training procedures are based on these employer criteria. Work competency is an interaction between a) entry skills brought into training, b) rate and accuracy of acquisition, c) employer criteria and d) independence level.

One deficit in work competency, failure to change tasks, may not result in termination, but rather require an increase of trainer intervention time (Connis, 1979). A recent client assisted by Project Employability who regularly demonstrated a failure to switch from job to job, even when adhering to a strict routine. Although he had achieved acquistion of all of his tasks, he still required a prompt to change every task after more than seven months. Because a program was written which set forth routines and reinforcement schedules for self-initiated job changes, this client did not lose his job.

Another case, in which acquistion of tasks did not occur fast enough to suit employer criteria, involved a client who did housekeeping tasks in a hospital setting. The job conditions demanded a high level of competency with a great deal of supervisor and public contact. Although the training period was short, the employer felt that the client had sufficient time to learn the task, and did not hire him after the training week.

In some cases, job proficiency, on-task behavior and self-initiation of job tasks occurs, yet production rates still remain below employer criteria. For example, one client was employed as a seafood production worker, placing designated seafoods on plates in preparation for cooking. Although this

employee learned the correct procedures and switched from task to task independently, she did not perform tasks at a speed fast enough to satisfy job requirements and was fired a few months after hiring.

Maladaptive Behavior

Most of the reasons for the failure of handicapped workers can be classified under the heading of maladaptive behaviors. A wide range of behaviors may be collected under this topic, including complaining, screaming, property destruction, inappropriate social contact with coworkers, self destructive behavior, stereotyped behaviors and noncompliance with supervisors and coworkers. As with other factors, the appropriateness of any given behavior may differ from job site to job site; however a number of the specifications may be considered generalizable to most work settings.

A frequent problem with handicapped workers' behavior is noncompliance with the trainer, coworker or with the supervisor. In a job requiring much contact with other individuals, compliant behavior, in which the client responds to prompts from any individual with either completion of the task or a polite response becomes an integral part of the job. Even with the easiest of jobs, routine switches are frequent, and it is important that the client respond with speed and compliance to any prompt given. One client stated many times that he felt he should be independent of trainers, but could not distinguish between project trainers and his direct supervisors, refusing prompts from both. Although he had learned his job routine in the dishroom to the satisfaction of the employer and the trainer, he continued to respond to the most routine request for help or a deviation from routine with an excuse or angry verbalization. The employers tolerated this for

some time, but began to be worried after several months. Coworkers were afraid to speak to this client and began complaining. Without advocacy intervention from the trainer, this worker's job would have been in serious jeopardy.

A second category of maladaptive behavior on the job site is inappropriate social behavior toward coworkers and in some cases toward customers. This may include inappropriate conversation, fighting, and a variety of behaviors which make coworkers and customers uncomfortable in the work situation. Several clients have exhibited inappropriate conversation skills in the job setting. One client made customers and coworkers uncomfortable by carrying on completely redundant and annoying conversations for long periods of time. This particular worker made demands on the time of the individuals around him by engaging them in long, boring conversations about topics of little interest to the listeners. Several complaints were received from coworkers and others in contact with this client.

Another problem which has occurred is excessively friendly behavior. A Down s Syndrome client employed in a private college cafeteria, became extremely friendly with a group of the college's football players. Although it was desirable that she be pleasant with all customers, this relationship became a problem , distracting her from her work. The students soon became aware of her gullibility resulting in one incident in which she was told by a student to guard the ice cream box and not let anyone have any. Actually, the cafeteria was trying to rid themselves of extra ice cream. This client refused to move from the ice cream box, stating that she had been instructed to guard it. Trainer inquiry finally detected the joke although much work time had been lost. In this case, as with several others, a client's excessive familiarity with normal customers caused her to be teased in a manner which

she did not understand, resulting in work problems.

Another behavior pattern which is also a serious impediment to employment is destructive behavior. This behavior is often directed at equipment, coworkers, trainers and supervisors. One client, when instructed to rewash pots which she had cleaned incorrectly, began throwing the pots violently onto the counter and on the floor. Another, when instructed to complete a task that he felt was out of his job routine began a pattern of bumping into coworkers while carrying large heavy objects such as trash cans. Another pulled a large kitchen knife on a cook when the cook put dirty pots on the clean pots he had already washed.

A problem encountered with some severely disabled individuals is stereotypical behaviors. Although the range of the behaviors found in employment sites is not the same as found in schools or institutions, they are especially inappropriate in employment settings where behaviors are expected to be normal. One client exhibited the finger waggling behavior often seen in other settings. He performed this often when he was sweeping or washing pots. This was eliminated through use of positive reinforcement for competing behaviors. He also performed a number of rituals daily, making many trips to complete a task, walking all the way around an object twice to get to a point straight ahead, etc. This behavior when observed by coworkers, caused the employers to question the appropriateness of the worker in the job setting.

Self destructive behavior also has caused difficulty in training workers. For example, in one particular client, this was exhibited by repeatedly cutting himself with broken glass. After the elimination of this behavior through a token system, the client began to burn his skin with highly caustic soaps used in his job, and then getting the soap in his eyes. The

employer expressed extreme concern about this pattern, as did the parents and the trainer.

Lack of Agency Support

Project Employability has worked in cooperation with many community agencies that are mandated to serve the developmentally disabled and handicapped. It would appear that working toward employment for this population would be a common cause for all agencies involved. A client who is accepted by the project is expected to receive support services from both state and private agencies toward the normalization and successful employment of the client.

Group Homes. Group homes should be actively working toward the normalization of each of their clients, both in home situations and in employment. However, problems may repeatedly occur when group homes are requested to follow through on their commitment to clients. Grooming checks are often necessary to insure the client is clean, shaved, and appropriately dressed during the first weeks of employment. Clients should not arrive at the job with dirty uniforms, and disheveled. Counselors must be informed of a client's lack of grooming skills and to check the client before he leaves for work.

Adult Service and Occupational Centers. Another type of agency that may refer clients are the adult occupational centers. These type of centers provide day programs for retarded and other disabled individuals. Some programs train clients toward employment while others are craft and recreational programs. The placement counselor depends on information provided from these agencies to be accurate. The behavioral information supplied is especially critical in determining an appropriate placement for the client. This

information is at times not supplied and at other times misrepresentational of the behavior of the client.

Rehabilitation Evaluation Center. Rehabilitation counselors have also referred difficult clients to Project Employability for our assistance in client placement and training. These clients have usually been given a battery of tests to establish their IQ's, work readiness, and percentage of production rates as compared to the norm. These tests have proven to be misleading. The mentally retarded and severely developmentally delayed have not demonstrated their true work potential. Those with very low scores are often dropped from a rehabilitation counselor's caseload as unemployable. The project has often found these clients to possess the skills necessary to become successfully employed in low level jobs, such as pot scrubbers.

Problems caused by lack of agency support can be insurmountable for the client and the project. One client who was not successfully employed was referred as a good worker without major problems. The first day on the job it was found his maladaptive behavior interfered with his training. He became loudly vocal if given praise or a prompt. He also did not have a time concept and refused to ride the bus. The agency who referred him stated they could not bus train him and besides he preferred to walk. They also would not commit themselves to insuring he got up on time, and left for work on time. One morning he arrived at work 20 minutes late. The job coordinator informed him he was late and that he needed to punch in immediately. The client responded he was not late and she could not make him late. He was told to go ahead and go to work. The job coordinator then proceeded to the work area to wait for him. Due to the client's lack of understanding he left the job and did not return nor make an effort to continue employment.

The Relationship Between Parent Behavior and Job Placement of a Client: A Case Study Demonstration

Tom is a 22 year old trainable retarded male. He has total ambulation and good orientation skills. He can express himself well within a limited vocabulary, and is able to follow most simple directions. His academic skills are on an elementary level. He tells time and can count change. He is presently living with his mother who receives SSDI income to care for him.

Tom attended a local public school for the mentally retarded. He was in the vocational program there and received two years of janitorial training. Evaluations of his performance there indicated he was ready for competitive employment. The school stated it was not able to place him because of the positions they found required evening hours.

After referral to the project, Tom was placed in a moderately paced county cafeteria as a kitchen utility worker. He stocked the front area with paper goods and snacks in the morning and washed dishes for the remainder of the day. The cafeteria had from 13 to 18 employees. New tasks were quickly learned by Tom. He was able to work independently after two weeks of training.

Tom's mother began to worry about his working conditions at this point. She had visited the job site previous to his employment and had stated it was clean and nice at that time. However, complaints about his working in water and lifting dishes began to occur from his mother. Tom began ignoring the trainer's prompts. He repeatedly stated his mother was not going to let him continue working. Over the next four months multiple complaints were received from his mother, along with statements that she would have to remove him from work in order to keep the disability income they both received. These complaints and anxieties were expressed to both the job coordinator and Tom's supervisor

at work. The job coordinator began to spend more time with Tom because his behavior became a problem with refusals to comply with supervisors' requests, racial comments to coworkers, lying, temper outbursts, ignoring coworkers, and on two occasions flinging garbage cans across the kitchen. His mother was informed of these problems. She responded that "no one could work with those people." Tom resigned at his mother's request about 10 days before his disability income would have ended.

Tom's failure to succeed in employment was due to many reasons. His lack of appropriate social skills made it difficult for him to adjust to the work environment. The doubts his mother expressed of his being able to continue working were reflected by his self doubts of his abilities. He expressed these doubts through anger directed at other handicapped coworkers, and minority group coworkers. The supervisor resented the mother's interference through frequent and unnecessary phone calls. The mother was not supportive of Tom, although she had referred him to the project. She often used the impending loss of the disability income as a reason to call the job coordinator to ventilate her feelings. She became very demanding of time and attention, as did Tom. Both her and Tom's fear of him being inadequate to maintain employment over an extended period brought about the failure they both expected. The supervisor was relieved when Tom turned in his resignation. If the mother had not decided to terminate Tom's employment, the supervisor most likely would have.

The Relationship Between Group Home Support and Job Placement; Case Study II

Jack is reported to be severely retarded with a profound hearing loss.

Jack also exhibits athetoid cerebral palsy. He has difficulty communicating because of little training in a recognized system such as sign language. He was institutionalized at four years of age and was not taught any standard sign until a year before his discharge to a local group home.

Jack was placed in a local group home where the counselors were not familar with sign language and had little experience with the deaf retarded. They found it very difficult to communicate with him. His brother who was also hearing impaired was placed in the same home. The brothers chose to communicate with each other rather than seek outside relationships using their own gesture system. The group home referred Jack to the project for job training and placement.

Jack was initially placed in training at a university cafeteria as a pot scrubber. The staff expressed fears of Jack, because they could not communicate with him. Jack was hired for a short time before the summer lay off. Soon after the lay off he was placed in a nursing home kitchen where he was hired as a full time permanent employee. He was a pot scrubber there also.

Soon after this placement the group home began complaining that Jack was aggressive in the home environment. They reported he was pushing and hitting other retarded clients. The case worker who placed Jack in the home felt the group home was over reacting to a minor problem. Jack continued at work with no major problems.

The group home soon inquired if problems were present at work and stated they had increased at that time in the home. Jack began reacting to handicapped coworkers aggressively. There was a slapping incident where Jack took the coworker's hand and made him slap himself. Soon after this Jack began to purchase medication for stomach pain. He communicted to the project staff through gestures and signs that he was sick. He also attempted to communicate that he was moving

from the group home and his heart was breaking because of this.

Jack became extremely upset at work during this time. During one instance he was taken home because he could not control his emotions and was crying continuously. The group home took him to a doctor as a result of this incident. The doctor prescribed medication for his stomach pain. Soon an incident followed where he threatened a cook with a knife, because the cook had put dirty pots on the stack of clean ones. Jack's supervisors were alarmed by the incident but were willing to continue working with him. Seven days later Jack wrapped a coat hanger around his neck at the group home. He waited in his room to be discovered. The incident was reported as an attempted suicide. He was committed involuntarily to a local hospital on the locked psychological ward. He then had a hearing after three days where he was committed to a state hospital.

Jack's failure was not one of employment, but of adjustment to a social system he was not familar with. After over 20 years in a residental institution where he did not learn to communicate or live within the rules of that society he was placed in a group home with less structure and fewer opportunities for learning communication skills.

Jack lacked the basic communication skills necessary for survival in the home or working situation. He was instructed in sign language for only a short time before his release. He was placed in a facility where the staff were not prepared to deal with a deaf retarded individual and had little working knowledge of sign. His deaf retarded brother was also placed in this facility. The brothers tended to continue using their own gestural system rather than the small amount of formal and recognized sign they had learned.

Jack had problems in this new environment from the beginning. He resented

being placed with retarded people and acted this out through aggression directed toward them. He shoved them out of his way and slapped individuals who attempted to talk to him. The staff at the group home appeared to have little training in behavioral programming. They tried to communicate to Jack that hitting and shoving was bad, but no program was attempted to reduce these unacceptable behaviors.

In Jack's case not only the home enviroment failed to provide the support services he needed but almost every other agency he was referred to. The deaf community was approached for help and advocacy for Jack. They sent a representative on several occasions to see him. This soon stopped because they could not communicate with Jack because he was retarded. The medical community could not communicate with Jack, and would not treat apparent symptoms. His commitment in a state hospital was recommended because of the doctor's opinion about Jack's lack of communication skills. The group home staff recommended Jack be evicted from the group home because of his behavior. Instead of attempting to change the unacceptable behaviors, it was easier to evict the client.

Jack's case is one of lack of cordination in services. If all the agencies worked together to provide for the whole client, for the entire day they would surely be more successful. Everyone needs to be working toward the same goal of a successful placement in the community with meaningful work activities for each client. Individual differences and problems should not interfere with this goal.

The Relationship Between Supervisor Vacillation and Job Placement: Case Study III

Ned is a severely retarded male, thirty-five years old, who has spent

his adult years in a daytime activity program for retarded adults. He is basically echolalic and speaks in a low pitched monotone. He shows no maladaptive behaviors and initiates few interactions with other, although he knows the names of his coworkers and uses appropriate greetings. At the time of employment, his parents were minimally supportive; they were concerned about future developments in his employment. The project staff initially was required to provide transportation except on three afternoons a week.

Ned was put in training in a groundskeeping job on a small university campus. His jobs involved independently scanning the campus with a trash stabber and trash bag and picking up all visible trash. The campus was divided by a small lake; both sides were Ned's responsibility. Ned's hours were from 7:30 - 4:30, his lunch break was from 12:00 - 12:30. In bad weather, the maintenance crew stayed in the shed where their lockers and equipment were stored.

Ned was accompanied by a trainer full time for the first month. During the first few weeks, Ned showed little progress in acquistion of the routine involved in his job. He had difficulty in tying the trash bag when it was full and in finding a location to leave the full trash bags for pickup by the crew. His speed was significantly below that of a normal worker, both in moving from area to area and in completing an area, as he tended to perseverate, stabbing very small bits of trash which were not noticable to passerbys.

Ned consistently missed lunch and breaks although preemployment assessment had shown the ability to read time to the minute. He had not acquired a time scanning procedure or adequate time concepts. Often, when asked what time it was, he would state the time and keep working although it was time for a break.

Orientation skills were probably the biggest barrier to Ned's success in this particular job. Ned consistantly wandered out of the assigned area; at one time he was found working off the campus. At times he required verbal prompts in returning to the maintainance shed, when he ate lunch and checked in and out.

A number of factors other than work competency and work related skills were involved in the failure of this worker. The first, which hindered correct placement procedures, was the vacillation of the supervising department heads. Upon placement, the job was reported to have been less independent, with Ned accompanying a crew in a truck and picking up trash with them. It was understood that this technique would provide correct models for Ned, as well as presenting him with a time period in which to complete an area and eliminating the problems of orientation and time concept skills. Because of the lack of contact with his supervisor, the training period was extended to allow the supervisor to evaluate Ned's progress. Transportation also was a concern in the success of this placement. Project personnel provided transportation for the training period, during which the parents were unwilling to transport him. Ned's mother was particularly worried about his performance and complicated procedures by coming to the site early on the days she picked Ned up and picking up trash with him or bothering supervisors about when he would be hired.

Ned displayed several maladaptive behaviors in the performance of the job tasks. He was observed by a hidden supervisor to be talking to inanimate objects several times. He also took breaks at inappropriate times, hiding from the trainer if he was discovered.

At the end of a two month training period, observation was made by the supervisor and the decision to terminate Ned was made jointly by project personell and the employer. Ned was placed in vocational training in a food

service operation, in which his orientation skills and time concept deficits were not as crucial.

Conclusion

The intent of this paper has been to identify and explore the causes of failure in competitive employment that Project Employability has encountered. As indicated in the paper and the following two tables a combination of problems is seen in most cases. Surprisingly, maladaptive behaviors alone are not a major cause of dismissal from jobs.

The summary tables which follow on the next pages seems to indicate that lack of agency or parental support in combination with maladaptive behaviors or lack of work competency are primary causes for failure in employment. Table 1 respresents those clients who worked at least three weeks and eventually resigned or were fired. Table 2 depicts those clients who work only a few days or who were not hired.

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Review of the factors involved in job failure seem to indicate that clusters of problems are involved in failures. These clusters primarily appear as deficts in client entry level such as maladaptive behavior, in addition to external factors such as lack of agency support. No one factor was found to cause job failure in any of the cases appearing on the tables or case studies.

TABLE 1

ANAYLSIS OF FAILURES
CLIENTS PRESENTLY UNEMPLOYED WORKING 3 WEEKS OR MORE

NAME	ATTENDANCE & TARDINESS	PARENTAL INFLUENCE	SUPERVISOR VACILLATION	CRITICAL NON-VOCATIONAL SKILLS	WORK COMPETENCY	MALADAPTIVE BEHAVIOR	LACK OF AGENCY SUPPORT	LENGTH OF EMPLOYMENT	REASON NOT HIRED OR LOST JOB
1. Joe	X							5 months	Failed to attend for over 15 days
2. Tom	X	X	X			X		3.5 months	Resigned because of mother's vacillation
3. Jack				X		X	X	6 months	Resigned for personal/ health reasons
4. Mary	X				X	X		3 months	Fired -Drinking/attendance
5. Sara			X		X	X		2 months	Fired - Lack of work competency
6. Terry			X			X		8 months	Fired - Fight with coworkers
7. Ned		X	X	X	X			3 months	Was asked to resign from job as groundsman. Later placed in Food Service.
8. Paul			X			X		10 months	Supervisor felt could not perform new tasks
9. Larry	X		X					6 months	Failed to call in several times, previously fired & rehired for same reason.

X indicates problem area

TABLE 2

ANALYSIS OF FAILURES
CLIENTS NOT HIRED/EMPLOYED FOR LESS THAN 3 WEEKS

NAME	ATTENDANCE & TARDINESS	PARENTAL INFLUENCE	SUPERVISOR VACILLATION	CRITICAL NON-VOCATIONAL SKILLS	WORK COMPETENCY	MALADAPTIVE BEHAVIOR	LACK OF AGENCY SUPPORT	REASON NOT HIRED OR LOST JOB
1. Violet	X		X		X		X	Not hired after 2 weeks of training
2. Webster	X					X		Did not show for first day of work
3. Mickey			X		X	X		Not hired after training
4. Lindy	X			X	X	X	X	Not hired after training
5. Barney	X	X						Did not show for training
6. Bea			X	X	X	X	X	Fired -Slow work pace
7. Morris	X					X		Did not show for first day of work
8. Ben		X		X	X	X		Quit after first day; parents would not continue to support employment
9. Don	X		X	X		X	X	Left job after reporting late, did not pursue continuing employment

X inicates problem area

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EMPLOYER AND NONHANDICAPPED COWORKER PERCEPTIONS OF MODERATELY AND SEVERELY RETARDED WORKERS[1]

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EMPLOYER AND NONHANDICAPPED COWORKER PERCEPTIONS OF MODERATELY AND SEVERELY RETARDED WORKERS

A major factor in the job retention of severely disabled workers is how they relate to employers, supervisors, and nonhandicapped co-workers who are performing an identical or similar job. If handicapped employees are perceived as lazy, incompetent, favored, undependable or any of several other stereotypes, the likelihood of successful work adjustment is greatly diminished (Albin, Stark & Keith, 1979; Rusch & Mithaug, 1980.)

For example, nonhandicapped co-workers may play a critical role in clients' long term prospects for keeping their jobs by acting on behalf of these new workers. Such support can take the form of helping the client complete a particularly troublesome or new part of a job, speaking up for them with the supervisor, or shielding the client from antagonistic peers. Co-workers can also be especially helpful with non-verbal or severely handicapped workers who are extremely limited socially or intellectually.

In a similar fashion, positive perceptions by supervisors can facilitate the continued employment of clients having a difficult adjustment period. Tolerance on the part of a supervisor goes a long way in influencing recalcitrant parents as well as co-workers who are unsure of an employer's commitment to hiring severely handicapped workers (Menchetti, Rusch, & Lamson, 1980).

A review of recent job placement literature revealed little research on employers' and co-workers' attitudes or perceptions of moderately and severely retarded workers who were employed competitively. It would appear, however, that this information is a necessary precursor to analyzing what "significant others" in the client's work enviroment think of them. From these data, some general conclusions and insights may be drawn as to the possible

successes or adjustment problems which disabled workers have.

The present study, then, reports results from a survey distributed to employers, supervisors, and a representative sample of co-workers who work with approximately 25 moderately and severely mentally retarded workers. The IQ of the group ranged from 20 to 51. These disabled workers are competitively employed largely in food-service positions and through the assistance of an on-the-job training program, Project Employability. This project is sponsored by the Virginia Department of Rehabilitative Services and has established a dozen job sites. (See Wehman, Hill,1979 or Wehman, Hill, Koehler, 1979 a; b for more information on this project).

Method

Respondents

Nonhandicapped co-workers, floor supervisors, and higher-level directors were surveyed. Co-workers who worked in the immediate vicinity or directly with a Project Employability client were given the survey, as were supervisors who were in charge of a client. A total of 16 supervisors and directors and 31 co-workers were surveyed. Each respondent received the same survey and was asked to indicate whether they were a co-worker or supervisor. Respondents were handed the survey by Project staff and asked to return it within a week. All replies were anonymous. Respondents were told that the purpose of this survey was to provide staff with feedback on the impact of the program.

Items on Survey

The format of the questionnaire was a seven point continuum ranging from "strongly disagree" to "strongly agree" responses on seven statements. Two more questions were open-ended, asking respondents to identify the client's job

strengths and weaknesses. Finally, respondents were asked to classify their work site as slow-, medium-, or fast-paced.

The items on the survey were designed to survey co-workers' perceptions of the clients' work competence, social acceptability, job satisfaction, dependability, and safety risk. We were also interested in establishing how important project staff were perceived to be in maintaining clients in their jobs as well as how customers in different cafeterias felt about moderately and severely retarded workers.

The survey was purposely kept short and simple because many of the respondents (nonhandicapped co-workers) were minimally educated and had difficulty in reading. The difficulty in understanding a lengthy survey would, in all probability, confound the results. The specific survey items are listed in the results section along with mean responses from respondents.

Results

The work adjustment survey was submitted to 16 supervisors and 31 co-workers; 43 surveys were returned, 16 from supervision staff (100 percent return) and 27 from co-workers (87 percent return). Examination of Table 1 shows mean responses for statements 1 through 7 of the survey. The mean response ranged from 4.73 for coworkers' statement five, to 6.19 for supervisors' statement two. Statements one, three, four, six, and seven elicited reponses between 5.37 and 5.96 on the continuum.

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Table 2 indicates written responses of supervisors and co-workers concerning their feelings about Project Employability clients. Responses were either listed as perceived strengths or weaknesses of the workers.

TABLE 1

MEAN RESPONSES OF SUPERVISOR AND CO-WORKER PERCEPTIONS OF MODERATELY/SEVERELY MENTALLY RETARDED WORKERS[1]

	Supervisor $\bar{X}$	Co-worker $\bar{X}$
1. The clients placed by Project Employability have been as competent in completing their job as other workers in the same job.	5.37	5.59
2. The clients placed by Project Employability have been completely accepted by other workers in the same job.	6.19	5.96
3. The clients placed by Project Employability appear as or more satisfied and pleased with their job as other workers in the same job.	5.94	5.41
4. The clients placed by Project Employability have not elicited any negative statements by the customers.	5.93	5.96
5. The clients placed by Project Employability would not succeed or retain their job without initial support from Project Employability staff.	5.56	4.73
6. The clients placed by Project Employability may, in the long run, be more dependable than many of the workers currently employed in the same job.	5.63	5.73
7. Clients placed by Project Employability present no more of a safety risk than any other non-handicapped workers.	4.81	5.8

[1] A 1.00 is an indication that the respondent strongly disagrees; a 7.00 indicates that the respondent strongly agrees with the statement.

TABLE 2

SUBJECTIVE RESPONSES OF SUPERVISORS AND CO-WORKERS

	SUPERVISOR PERCEPTIONS	CO-WORKER PERCEPTIONS
STRENGTHS	Dependable; reliable Enjoy their job; try to do best that they can; present no core discipline problem Dependability and motivation; consistency of performance once tasks are learned Attention punctuality Very reliable; speady pace On time; dependable; comes to work on time and in proper clean uniform Prompt, dependable; attentive to the task Pleasant attitude; dependability Willing to learn and often volunteers to help others in different job Take pride in their work and work very hard; they do not loaf and are very dependable Reliable and hard working Dependable - attitude Willingness to do a good job, does not mind being shown new ways to improve. Will re-do a project without back talk	They get along good with us Does job quite well; no one has to come behind and make him do it over Determination; earnest attempt to achieve goals High attendance Seem friendly and anxious to please; they work hard - sometimes over worked Clean well mannered; as good as any other worker Eager to learn and please Good manners Good basic attitude, pleasant, patient, dependable and honest Pleasant, never complain Tries hard; willing to do good Does a good job Always wants to do right thing; tries his haredest; sometimes he does get upset
WEAKNESSES	Ability to change routine Not as versatile; confusion when normal routine is broken Need to be assigned to structured routine; need for more active supervision; inability to make independent judgement about tasks outside of routine A bit slower than others; not as flexible; not able to respond to new situations They need a great deal of initial training and supervison Lack of self motivation A slow mover; unable to handle heavy loads safetly Slow to learn Gets tired easily; wants to break at wrong time	They don't have any kind of weaknesses Too slow They are slow and irresponsible Cannot help with heavy equipment None Rate of output The work is too hard; too many things to remember Working abilities drop unless they feel their being constantly watched Has learned his job better than the average person

TABLE 2 continued

	SUPERVISOR PERCEPTIONS	CO-WORKER PERCEPTIONS
WEAKNESSES		None None None; sometimes they forget but that is not important Getting discouraged when they have to repeat an assignment they made a mistake on None; one client could work faster Some physical drawbacks; some trouble in establishing priorities. This is a problem with non-handicapped too! Slow pace down when project staff not present None No comment Sometimes does not listen

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Insert Table 2 About Here
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Discussion

The results of this survey can be evaluated several ways. First, it appears this sample of nonhandicapped co-workers and supervisors reported predominantly positive perceptions of the handicapped workers who were placed in their respective work establishments. In almost all of the possible categories at least a mean of five or better was checked. These responses provide an important social validation of the on-task behavior, low rate of absenteeism and increased independence of our workers.

A closer analysis indicates a surprisingly high agreement between the co-workers and supervisors on handicapped workers' abilities. The most significant difference was in the item which asked about the amount of safety risk incurred by disabled employees. Co-workers seemed to think that Project Employability clients were no more of a safety risk than nonhandicapped workers. Furthermore, supervisors had stronger feelings than co-workers that Project Employability clients might have difficulty in retaining their jobs if initial on-site staff supervision was not provided.

The subjective responses of supervisors and co-workers were at times contradictory, yet by in large, revealed several points.

1. Supervisors felt that the handicapped workers were dependable and reliable. This finding is compatible with other job training data completed by the National Association for Retarded Citizens on-the-job training programs.

2. Supervisors also felt that the two chief problems with disabled employees were: A. inability to change routine and B. inability to work faster.

3. Co-workers seemed to focus more on client's work attitudes and positive personality characteritics than specific job competencies.

4. Co-workers did not express any apparent consensus on the weakness of workers placed by Project Employability.

Although the results of this survey are far from dramatic, they do serve as an effective pilot study for assessing the perceptions of nonhandicapped co-workers and supervisors. This form of social validation is a critical means of evaluating the impact and social significance of the job placement program. If the responses which are reported in the survey are consistent with findings in other similar programs, then it is evident that this form of vocational placement, i.e., competitive employment, should continue to receive attention. It deserves more study by rehabilitation personnel for use in placement of the severely disabled who are moderately and severely retarded.

Co-worker's perceptions that clients are as competent in completing their job as nonhandicapped workers is a positive validation of the training and advocacy efforts provided by the project. The degree of acceptance was also viewed as being quite high (5.96) as well. Perhaps one of the most surprising, yet also positive, viewpoints was that Project Employability clients would, in the long run, be more dependable than nonhandicapped co-workers. This perception may reflect a poor view which unskilled laborers in the cafeteria industry have of their jobs. It may also reflect an acknowledgement by these workers of the high turnover in their positions.

In conclusion, it is important to bear in mind two major cautions in interpreting these data. First, the population sample was small - only 43 Second, we were only asking for information about Project Employability clients (moderate to severe retardation), not about any other disabled employees with whom we were not directly connected. This factor could

have influenced responses in our favor. On the other hand, we did collect data from nine different sites, some of which were fast paced, others which were slower paced. Hopefully, there was enough diversity in respondents and sites to yield a respresentative sample.

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AN ANALYSIS OF SUPERVISOR EVALUATIONS OF MODERATELY AND SEVERELY RETARDED WORKERS

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AN ANALYSIS OF SUPERVISOR EVALUATIONS OF MODERATELY AND SEVERELY RETARDED WORKERS

One way to assess the acceptance of a severely disabled worker into a non-sheltered work environment, is to provide for an on-going evaluation of client performance from immediate supervisors. In order to evaluate program efforts at job placement and client work adjustment, supervisor evaluation over time can be a valuable measure. Furthermore, our field experiences indicate increasingly that client "on-task" behavior may not be as important as what he or she is perceived to be by employers or coworkers.

It is important to maintain regular evaluations because a one-time only assessment may not capture the supervisor's true feelings on that day. Also, the client's work performance may change over time, especially in the early stages of placement. A regular evaluation will be sensitive to these changes. Although supervisors are busy, and at times will not return the evaluation quickly, it is important that they are continually aware of the trainer-advocate's interest in the client's job progress and retention.

This paper summarizes the evaluation data collected over the past year from clients' supervisors. It is illuminating data because it further illustrates the competence of severely disabled workers in the eyes of their supervisors.

Method

Subjects

The immediate supervisors of 23 Project Employability clients were requested to fill out an evaluation form on a bi-monthly basis for the first two months of employment and monthly for the next two months. The respondents were handed the evaluation and asked to return them as soon as possible. The supervisors were told that the evaluation would be used to monitor the

client's progress and to help project staff provide appropriate training.

Evaluation Items

The format of the evaluation incorporated seven multiple choice questions with space allotted at the end of the evaluation for general comments concerning the employee's work performance. The survey is presented on the next page.

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Insert Figure 1 About Here
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The first item relates to the employee's punctuality, attendance, appearance and appropriate use of break time. Item 2 refers to the worker's level of competence in carrying out the job duties. Question number 3 requests the supervisor to indicate the type of instructions necessary when giving directions. Item 4 and 7 refer to the appropriateness of Project Employability's staff involvement. Item 5 and 6 compare the employee with nonhandicapped co-workers in reference to overall job competence and attention to task.

Results

A total of sixty-five (65) evaluations were returned concerning twenty-three (23) moderately and severely retarded workers. Table 1 indicates the distribution of responses for each of the seven questions.

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Insert Tables 1 and 2 About Here
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A total of forty-one (41) subjective written remarks were made by the supervisors concerning 20 of 23 handicapped workers. Table 2 itemizes the comments and indicates whether the statements were positive, negative, or both. In 63% of the evaluations returned the supervisors elected to make

FIGURE 1

SUPERVISOR'S EVALUATION FORM

TRAINEE/EMPLOYEE'S NAME: _____ DATE OF PLACEMENT: _____
JOB TITLE: _____ DATE HIRED: _____
JOB SITE: _____ CURRENT DATE: _____

PLEASE CIRCLE ALL ITEMS WHICH APPLY TO THE TRAINEE/EMPLOYEE:

1. The employee (a) generally arrives and leaves on time
   (b) maintains good attendence
   (c) takes meals and breaks appropriately
   (d) maintains a good appearance
   Comments on un-circled items: _____
   _____

2. The employee has: (a) mastered all aspects of present job
   (b) mastered many but not all aspects of job
   (c) not mastered essential aspects of job to date

3. In order for the employee to follow directions regarding the job, the supervisor: (a) can just give verbal instructions
   (b) has to give many gestures as well as verbal instructions
   (c) has to show the employee exactly what to do before he/she knows what to do

4. Project Employability staff is present: (a) too often
   (b) too little according to the employee's needs
   (c) an appropriate amount of time

5. This employee: (a) frequently stops work and needs to be reminded to return to work
   (b) works at a constant rate without reminders
   (c) stops working occasionally but no more than other employees

6. The employee is: (a) a good worker
   (b) an average worker
   (c) a below average worker

7. Does the Project staff in any way interfere with your supervision or plans for the employee? (a) no (b) yes (if yes, please briefly describe)
   _____
   _____

   Other comments: _____
   _____
   _____

SUPERVISOR: _____

TABLE 1

SUPERVISOR EVALUATIONS OF SEVERELY DISABLED WORKERS

		AGREE
1.	The employee:	
	A. Generally arrives and leaves on time	92%
	B. Maintains good attendance	95%
	C. Takes meals and breaks appropriately	92%
	D. Maintains a good appearance	94%
	Supervisors were to choose one response for questions 2 - 7	
2.	The employee has:	
	A. Mastered all aspects of present job	24%
	B. Mastered many but not all aspects of job	68%
	C. Not mastered essential aspects of job to date	8%
3.	In order for the employee to follow directions regarding the job, the supervisor	
	A. Can just give verbal instructions	51%
	B. Has to give many gestures as well as verbal instructions	28%
	C. Has to show the employee exactly what to do before he/she knows what to do	21%
4*.	Project Employability staff is present:	
	A. Too often	0%
	B. Too little according to the employee's needs	2%
	C. An appropriate amount of time	96%
5*.	This employee:	
	A. Frequently stops work and needs to be reminded to return to work	11%
	B. Works at a constant rate without reminders	36%
	C. Stops working occasionally but no more than other employees	51%
6*.	The employee is:	
	A. A good worker	54%
	B. An average worker	38%
	C. A below average worker	6%
7*.	Does the Project staff in any way interfere with your supervision or plans for the employee?	
	A. No	98%
	B. Yes	0%

N = 65

* N = 64

TABLE 2

Supervisor's Evaluation Form Comments

Name	Placement Date	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Len	11-13-78		When Len arrives early he has to wait sometimes 2 hours or more before he begins. He tires before the end of his shift - but he is always pleasant and talkative and seems to enjoy his work. (1-20-79)	Most of Len's problems are related to his inability to to tell time.(12-5-78)
	5-28-79		Len has had slight attitude problems, and could receive more training in dishroom procedures. He is physically capable of utility work, and could be an asset to any food service are, although he also has a tendency to be overly talkative while completing his duties, thus distracting from the rest of the operation.(8-7-79)	
Carl	10-23-78	Carl is more determined in making clear what he is trying to convey. I think he listens better now, too.(11-1-78) Carl at the present time has become more than my original expectations were. He is a good worker needing little attention.(11-20-78) Carl's appearance has improved with keeping his shirt tucked in. (12-11-78) Carl is continually improving since his return to work "Aug. 79". The coordinator has been fantastic in motivating and training him. (9-79)	Carl has to be shown how to do a particular job occasionally if the job is not part of his routine job - but this is understandable. I would like to discuss with the trainers about adding on an additional responsibility to Carl's job. I would like their professional opinion as to if he can handle this responsibility. (2-20-79)	Carl will on occasion stop working and socialize with custodian and not work when asked to return to work by supervisor, until custodian leaves the area. Not a problem now but may be a potential one. In supervisor's opinion brings Carl down from excellent worker to <u>just</u> above average. (3-21-79)

TABLE 2 continued

Name	Placement Date	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Ted	2-16-79	Ted is a good employee. I think he does a remarkably good job. (5-17-79) Ted comes to work most of the time before he is due to come in. He is clean and in proper uniform. (9-11-79)		
Ned	10-1-78 3-23-79		He is a good worker and does something all the time, but below average in production. (1-26-79)	To date, Ned is getting only 1/3 of the work required done. When told to pick up trash at a certain location he may not go to that location. (11-10-78)
Bonnie	3-5-79	Bonnie takes pride in her work. She likes to leave sinks sparkling at end of shift. (5-25-79) Bonnie has acquired many new skills and is now able to fill in when people are absent. (7-16-79)	Bonnie seems to be very pleased with her job. Still needs to work on telling time and realizing how important it is to her job. Bonnie's work is steadily improving. She is able to help out in many different areas. Occasionally she has to be reminded of some details. (4-11-79) Bonnie recently has begun to stop work and talk with peer workers. Her temper is improving, however, she can still progress in this area. Her pots and pans have generally improved (9-21-79) Bonnie is a good worker, however, likes to see her friends. I must note, however, she is getting better at keeping her mind on work. Bonnie has a very good attitude! (6-18-79)	

TABLE 2 continued

Name	Placement Date	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Bill	5-25-79	Bill is dependable and works well with others. (1-23-79) Bill works very hard and is coming along fine. (8-3-79)		
Jennie	12-8-79	Jennie has a very pleasant personality. Seems to enjoy her work and performs cheerfully and efficiently. (1-23-79)		
Jack	3-26-79	Jack is a very good employee. His work performance is good, and he always gives 100% effort We would like to keep him on as a regular. (8-7-79)	Jack has some problems with coordination, but is making steady progress. (3-22-79)	
Terry	4-12-79			It appears that Terry needs constant supervision. He is capable of doing a good job and has done so several times. (5-17-79)
Rudy	4-16-79	Rudy is very conscientious and gets along with staff very well. Rudy has been doing better as far as completing work tasks. (7-16-79) Rudy is progressing and is being more verbal toward other employees in a positive manner. Rudy is well liked by both customers and peer workers. (9-21-79)	Rudy tries hard and the work he does is good. He still needs a lot of guidance. If he's in doubt, he asks, which is good. (4-30-79) Rudy needs to work more on his stockroom and walk-ins; however, his greatest asset is that he is willing to do anything. (5-24-79) Rudy is a good worker and can do well; however, may forget tasks (especially at end of day) ocasionally. Rudy's attitude is excellent. (6-18-79)	

TABLE 2 continued

Name	Placement Date	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Sara	5-14-79		Sara gets along well with her fellow workers. She seems to want to stay on break too long or possibly just bored with this work. (6-1-79)	
Maggie	5-29-79			Maggie still needs to pick up speed and to remember to put all her materials in the rooms to fix her maid paper correctly. (7-15-79)
Roger	9-21-79	Roger is progressing well and has a special interest in his work. (10-3-79)		
Joe	7-20-79	Joe has been doing a wonderful job in his line of duty. (8-14-79)		
Wayne	7-9-79	Wayne is making good progress. (9-28-79) Wayne has made good progress and is getting more duties each week and slowly is getting used to doing them more quickly. (11-26-79)		
Tom	7-17-79			Tom needs improvement in peer worker relations - much work can be done in this area. (9-21-79)
Brian	8-14-79		Brian works well with other employees although he occasionally gets loud and has to be reminded to keep his voice down. (10-5-79)	

TABLE 2 continued

Name	Placement Date	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Larry	8-28-79			Larry should use a little more care in handling the dishes to keep the breakage rate down. (10-24-79)
Jeff	9-4-79			Jeff needs to speed up some. He also needs to be told which job is next, like when to pick up pans and trays. He should also improve on mopping the floor.(10-29-79)
Lane	9-15-79	Very good with customers. Smiles often - good natured. (11-26-79)		

written comments. Nineteen (19) positive, eight (8) negative, and fourteen (14) positive and negative statements were made. The comments have been dated to indicate the sequence of evaluation.

Discussion

The results of the evaluations indicate that a large percentage (92-95 %) of the supervisors perceived Project Employability clients as competent, capable, and generally satisfactory or better workers as indicated in questions number one and six. The evaluations concerned a wide range of training phases, from the early phase where project staff were present full time to the final training stage where staff were present less than one hour per week. This is evident in that sixty-eight (68%) of the supervisors felt the employees had "mastered many but not all aspects of the job" indicating their feeling that most of the workers were "in training". In question four 96% of the respondents felt project staff were present an appropriate amount of time. Sixy-four out of 64 supervisors responded to question seven indicating that an on-the-job trainer caused no problems and did not interfere with the operation of the business. These responses support on-the-job intervention as a viable and desirable mode of promoting job retention.

Concerning attention to task the supervisors felt in 87% of the cases that the employee was "on-task" as much as or more so than the nonhandicapped co-workers. Ninety-two (92%) of the supervisors felt that Project Employability clients were average or better workers.

Table 2 itemizes the supervisors comments and indicates whether the statement is positive, negative, or both. Analyzing comments helped Project Employability staff in many cases to identify supervisors priorities and provide client training which would deal directly with the supervisor's perceptions.

The supervisor is ultimately the decision maker for an employee's continued employment; providing for feedback to trainers through worker evaluations reduced the risk of problems "building up" to critical levels. Additionally, utilizing an evaluation form provided a formal tool for analyzing more objectively a particular employee's performance.

In general the evaluations appear to support three significant points, first, that on-the-job training is necessary, beneficial, and non-interfering; second, that with appropriate training severely disabled adults are generally perceived as average or better workers when compared to their nonhandicapped co-workers and third, that these handicapped individuals still maintain satisfactory or better ratings when project staff is reduced to less than one hour per week.

PARENTAL ATTITUDES TOWARD VOCATIONAL TRAINING AND PLACEMENT OF MENTALLY RETARDED ADULTS

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The development and dissemination of this paper is supported by an Innovation and Expansion grant from the Virginia Department of Rehabilitative Services.

PARENTAL ATTITUDES TOWARD VOCATIONAL TRAINING AND PLACEMENT OF MENTALLY RETARDED ADULTS

The purpose of this report is to present data gathered from a survey distributed to parents of moderately and severely retarded adults who attend community sponsored day centers. This survey was designed to probe the parents' attitudes and opinions about vocational training and placement of their daughters and sons as well as certain issues relevant to vocational habilitation. The support and cooperation of families of retarded adults is crucial for effective delivery of services. Therefore, greater knowledge about their interests, concerns, priorities, and attitudes regarding the vocational training and placement of their sons and daughters can only be beneficial to professionals interested in serving these people.

Method

Participants

The survey was conducted in a medium-sized metropolitan area in the Southeast part of the country. Each set of parents or guardians of each client attending one of three centers in the area was sent a questionnaire, for a total of 83 mailed.

Survey Development

Several criteria guided development of the questionnaire which evolved through several revisions. First, it was to be relatively brief, with a length of two pages chosen as the target. This dictated that it deal only with the more general questions and issues related to the subject. In addition, it had to be simple to complete and to analyze after completion.

These factors were important because it was known that the target population included some minimally literate persons, and a high rate of response was desired. Also, data were to be received and processed manually by one person. With these guidelines in mind discussions were held with the administrators in each locality as well as various other persons to decide on the exact content and presentation of the questionnaire.

Procedure

In addition to the two-page questionnaire, each subject received a brief letter explaining the purpose of the survey, and inviting their participation. This was jointly signed by the author and one local administrator. (Copies of this letter and the survey are included in Appendix). A stamped envelope, addressed to the author, was also included for returning the completed survey form. All questionnaires were mailed during the first three weeks of April, 1979, with the last one being received back in mid- May.

Results

Fifty-five percent of the questionnaires were completed and returned (n = 46). A majority of those responding (63%) said they would like for their daughter or son to have a job at some point in the future, with 13% saying they would not and 34% undecided. All those who answered in the affirmative or who were undecided were than asked to choose what type of placement they considered most appropriate. Sixty-five percent chose sheltered employment, 10% chose competitive employment, and 25% did not know. Of this same group, 30% felt full-time work was most appropriate for their son or daughter, 40% chose part-time, 5% picked "either", and 25% were again undecided.

Those respondents who originally indicated they would not like for their daughter or son to have a job at some point in the future were asked to choose the statement from a group of four which best expressed their reason. Forty-seven percent selected "he or she is too handicapped to ever hold a job." Twenty-five per cent said "the income and benefits earned through working are not worth giving up their present government benefits." The rest were evenly divided between a concern over possible mistreatment of their daughter or son, and the belief that transportation problems would be too large an obstacle.

All respondents were next asked whether they liked the idea of job training being conducted at the center attended by their son or daughter. Seventy-four per cent answered "yes", 11% "no", and 15% were undecided. All those having answered "yes" or "undecided" were then asked to rate each of five possible Center activities in terms of how important it was in their opinion. "Job training" ranked first with 24% of all assigned weight, "functional academics" was a close second with 23%, "personal grooming skills" scored 20%, "recreational activities" 19%, and "leisure skills training" received 14%.

This same group of respondents was then asked to check each of four types of job training which they felt it would be proper for their center to include in its program. Seventy-one percent checked "actual sub-contracting with various organizations to do such things as stuffing envelopes, with a piece-rate form of payment." Sixty-three percent chose "job simulation, including doing work and receiving token payment." Each of the other types of job training was checked by 39% of the respondents. These were "actual on-the-job training at locations in the community" and practicing different tasks at the center."

Those respondents who had indicated they did not like the idea of job training being conducted at their center were asked to select a statement which best explained their reasoning. Three-fourths chose "my daughter or son is

not going to work, and therefore I would rather see the center concentrate on something else." Fifteen percent felt that few if any of those attending the Center would benefit from such training, and the remaining 10% had mixed reasons.

Respondents were next asked to consider a list of five items, each of which expressed a possible cause for positive interest on the parents' part, when considering the prospect of a job for their son or daugther. They were then asked to choose three, and rank them in order of personal interest. There was also provision for them to write in anything they wished to add. Thirty-eight percent of assigned weight went to "increased sense of independence for my daughter or son." Thirty-four percent went to "job satisfaction for my daughter or son" and 20% was assigned to "possibility for increased social contact by my son or daughter." No other item received as much as 5%. The other choices given were "the gaining of additional income" and increased freedom for myself."

Next the survey listed six items expressing reasons for possible concern about job placement of the retarded adults, and respondents were again asked to pick three and rank them. Results were more diverse here, and are best expressed in tabular form:

Item of Potential Concern	Share of Assigned Weight
Frustration possibly experienced by my son or daughter	22%
Possible mistreatment of my son or daughter by persons they work with, or other persons met on the job.	20%
Whether or not there are appropriate jobs available with interested employers	19%
Difficulty of getting him or her to and from work	16%

Possible loss of government benefits	12%
Quality of training for the job	10%
Miscellaneous write-in answers	1%

Discussion

It seems reasonable to assume that the parents and guardians who responded to this survey are those who are most likely to influence efforts to serve their retarded daughters and sons. They had the interest to respond and the ability to react to the issues and questions put before them. Therefore the better these parents are understood, the more likely there is to be harmonious cooperation between them and social service professionals in improving the quality of life for retarded young people.

One notable result is the large percentages of "undecided" responses to questions about whether their offspring should work, where they should work, and on what basis, full-time or part-time. Also significant are the large percentages indicating sheltered employment and part-time work as most appropriate. In light of recent studies showing encouraging potential for moderately retarded individuals' full-time employment in competitive situations (Wehman, Hill, & Koehler, 1979; Barrett, 1978; Scelfo, 1978), these results point up a clear need for effective sharing of such findings with the families of the severely disabled.

Other points of interest emerge from the parents' responses. Among those who favor vocational training at their local center the need for it is seen as nearly equal to the need for instruction in functional academics and other areas. Also noteworthy is the fact that the large majority of points of interest and points of concern which parents expressed center on the quality

of the potential experience for their retarded young people. More "practical" considerations are clearly secondary in their minds. The implication is clear: we must convince parents that more normalized work roles are of great potential benefit to their moderately retarded offspring in order to gain their enthusiastic cooperation and support. Perhaps some parents are wary of enthusiastic estimates and expectations regarding their retarded daughters' and sons' potential work-roles, when they come from third parties whose qualifications and motivations are not well known to them. This is understandable, and to the extent professionls feel the norm should change, we are obligated to clearly demonstrate the greater possiblilities in terms these parents and families find meaningful. Clearly indicated are several specific areas of concern which need to be addressed, before these parents can be entirely comfortable about giving their sons and daughters access to the rewards of productive employment. Successful training and placement by Project Employability and other groups offer parents the opportunity for direct experience of what can be done. The educational impact of such work on parents and families, not to mention the community at large, is one of its best accomplishments.

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Appendix

Dear Parent or Guardian*,

The subject of vocational training for moderately retarded persons is frequently discussed. Some people think that with enough training, these people can hold jobs in the community. Others disagree, and feel it is not wise to treat such employment as a real possibility for moderately retarded persons. What do you think?

We would really like to know your opinions about different aspects of job training, as it relates to your daughter or son, and those who attend the Adult Services Center with them. Knowing more about what you think will be a big help to those of us who have to plan future programs and activities at the Center. That is why we have sent you, and the parents of all those who attend the Center, the attached brief questionnaire.

This survey has been developed by J. H. Pentecost, Jr., a VCU graduate student in Special Education, for your local administrators, who give it their full support. A report will be prepared for them based on the information you provide, and they will make use of it in planning future services at the Center.

There is no need to sign the survey. We want everyone to feel free to answer frankly, knowing that the information provided is completely confidential. After it is completed, just mail it back in the stamped envelope provided. This is a great opportunity for you to express yourself about something that will affect your son or daughter. Please help us serve them! Thank you so much.

Sincerely,

(signature of a local
administrator)

J. Howell Pentecost, Jr.
Graduate student, VCU Special Education

*All Guardians: Throughout this paper, please consider yourself included any time the word parent is used. Also, please answer with respect to the retarded person in your care, any time the phrase "your son or daughter" is used.

PARENT QUESTIONNAIRE

1. Would you like for your daughter or son to have a job at some point in the future?

   ____yes ____ undecided ____no

   Go to question #2 Go to question #4.

2. Which type of placement do you consider most appropriate for your daughter or son, after being properly trained?

   ___ sheltered workshop
   ___ competitive employment
   type of work you prefer, if any (example: Food service):

   _____

   ___don't know

3. Which type of job do you consider most appropriate for your son or daughter?

   ___full-time
   ___part-time
   ___either
   ___undecided

   Go to question #5.

4. Which of the following best explains your feelings about future employment for your son or daughter? (Circle letter of your choice.)

   a. he or she is too handicapped to ever hold a job.
   b. the income and benefits earned through working are not worth giving up their present government benefits.
   c. I would always worry about how my daughter or son was treated by the people she or he worked with and met on the job.
   d. transportation to and from their job would be too large a problem.
   e. other (please specify):

   _____

5. Do you like the idea of job training being conducted at the Center attended by your daughter or son?

   ____yes ____ undecided ____no

   Go to question #8.

6. Below is a list of possible Center activities. Please rank each of them on a scale from 0 to 5, as to how important it is in your opinion. The highest rating is 5, meaning great importance. The lowest is 0, meaning no importance. Ratings of 1, 2, 3, or 4 may be used to score between the extremes.

   ____leisure skills training (learning to play checkers, etc.)
   ____personal grooming skills
   ____job training
   ____recreational activities
   ____functional academics (learning to tell time, count money, etc.)

   Go to question #7, next page.

8. Which of the following best explains your feelings about job training at the Center? (Circle letter of your choice.)

   a. my daughter or son is not going to work, and therefore I would rather see the Center concentrate on something else.
   b. I feel that few if any of those attending the Center would benefit from such training.
   c. I feel the Center is not able to handle such training adequately.
   d. I feel it is not an appropriate activity for the Center.
   e. other: _____

   Go to question #9

7. Which of the following types of job training do you feel it would be proper for the Center to include in its program? (Make a check-mark beside your answers.)
___actual on-the-job training at locations in the community.
___practicing different tasks at the Center (such as washing pots or cleaning bathrooms).
___job simulation, including doing work and receiving token payment.
___actual sub-contracting with various organizations to do such things as stuffing envelopes, with a piece-rate form of payment.

9. Listed below are some items of potential interest, when considering the possibility of a job for your son or daughter. Please find the three of most interest to you, and rank them. The item of most interest will be marked 1, of second most interest 2, and so forth.
___job satisfaction for my daughter or son
___possibility for increased social contact by my son or daughter
___the gaining of additional income
___increased sense of independence for my daughter or son
___increase freedom for myself
___other (please specify): _____

10. Listed below are several items of possible concern to parents of retarded adults, as they consider employment for their daughters and sons. Please find the three of most concern to you, and rank them as in the previous question.
___possible loss of government benefits
___quality of training for the job
___possible mistreatment of my son or daughter by persons they work with, or other persons met at the job
___frustration possibly experienced by my daughter or son
___difficulty of getting him or her to and from work
___whether or not there are appropriate jobs available with interested employers
___other (please specify): _____

11. The information requested below would be helpful, but you are free not to answer.
a) the sex of you child attending the Center:
___male ___female
b) his or her age:
___under 20 years ___20-30yrs. ___30-40 yrs. ___over 40 yrs.

12. Any other comments you wish to make with respect to the topics covered in this questionnaire (use reverse side if necessary):

THANK YOU!

PARENTAL PERCEPTIONS OF EMPLOYMENT FOR SEVERELY DISABLED INDIVIDUALS: A 12 - MONTH ASSESSMENT

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PARENTAL PERCEPTIONS OF EMPLOYMENT FOR SEVERELY DISABLED INDIVIDUALS: A 12 - MONTH ASSESSMENT

An on-going assessment of parental attitudes toward their son or daughter's competitive job employment is one of the best indicators of parental acceptance of non-sheltered employment. As Lynch (1979) has noted, many parents are quite protective and even overprotective of their son or daughter working independently in non-sheltered environments. For years parents have been led to believe by professionals that their child lacks the potential for vocational competence. Therefore, once the child reaches late adolescence and early adulthood the prospect of competitive employment seems a highly remote one.

Unfortunately, this need not be the case. Once a severely disabled individual is placed and appropriate training and advocacy services are provided, a daily demonstration of the client's competence is available. However, in order to maintain a steady communication with parents it is optimal for a monthly evaluation system to be implemented. Regular two-way feedback between placement personnel and parents must be maintained.

This report was developed in order to describe the survey tool used by Project Employability staff to evaluate parent feedback about the impact of employment on the client's life. The information was collected over the past one year period and provides quantifiable objective data and anecdotal subjective comments.

Method

Respondents

Parents and/or guardians of 14 Project Employability clients were

asked to fill out a questionnaire (see Table 1 on following page) monthly for the first 90 days of the client's employment, and every two months thereafter. Each respondent received the same survey and was asked to indicate relationship to client. Respondents received the survey directly from the client if the client lived at home, or through the mail if the client lived in a supervised apartment. Respondents were asked to fill out and return the questionnaire to the project staff member as soon as possible. The questionnaire explained that the purpose of the survey was to provide staff with feedback on the client's attitude and behavior at home. A total of 39 questionnaires were returned.

Items on Survey

The questionnaire contained 12 statements about the client's attitude and behavior at home since the client began working. Eight of the statements were positive in nature (e.g., "Is more concerned about personal appearance"), and four of the statements mentioned negative aspects (e.g., "Seems more lonely than before job placement"). Respondents were asked to rate each statement as true, false, or sometimes true. A final open-ended section of the questionniare asked for comments pertinent to the client and the job.

The items on the questionnaire were chosen to aid staff members in assessing the impact of a job on the client's home life in areas such as communication, fatigue, enthusiasm, indpendence, personal appearance, loneliness, and transportation. All items were worded so that respondents were required to evaluate the client in terms of pre-job and post-job behavior at home.

TABLE 1

PARENT/FAMILY/GUARDIAN MONTHLY QUESTIONNAIRE

Please help us by stating whether the following items are true or false in relation to _____ attitude and behavior at home during the last month. (Please be candid.) Return to job coordinator.

T = True F = False S = Sometimes True

1. _____ transportation to work is still a big problem for us
2. _____ (Name) _____ is living more independently at home since the job placement
3. _____ is more concerned about personal appearance
4. _____ seems very tired since he/she started working
5. _____ seems more enthusiastic about many things
6. _____ seems more lonely than before job placement
7. _____ still makes contact with old and new friends
8. _____ mentions new friends he/she has made at work
9. _____ speaks or communicates to people at home more often than before job placement
10. _____ seems to like the job very much
11. _____ is excited about the prospect of earning own money
12. _____ requires more attention at home than before the job placement because:

_____

Comments: _____

_____

_____

Date: _____ Signature: _____

Relation: _____

Results and Discussion

The results of this survey yielded valuable information about the impact of employment on the lives of this sample of handicapped persons. Examination of Table 2 shows that Project Employability clients are perceived by their parents and guardians as having improved in several areas since they began working. The majority of "true" responses given for all the positive statements on the questionnaire reflects our belief that employment does indeed effect changes in many areas of the client's life.

Out of a possible 36 responses, 24 respondents believed that the client was living more independently at home since the job placement; only 2 rated the statement as false, and 10 checked the statement as sometimes true. Responses to other statements showed that parents and guardians felt that the clients were: more concerned about personal appearance (32 out of 39); more enthusiastic about many things (21 out of 39); and spoke or communicated to people at home more often (20 out of 37). Clients still make contact with old and new friends (26 out of 39) and mentioned new friends made at work (20 out of 39). On the whole, these clients seemed to like their jobs very much (39 out of 40) and were very excited about earning their own money (37 out of 39).

Taking into consideration the favorable results above, it is not surprising that 34 out of 39 responses rated as false the statement that clients seemed more lonely than before job placement. In addition, 32 out of 39 false responses indicated that clients were not requiring more attention at home because of their jobs.

Two of the items on the questionnaire addressed concerns that have often been voiced by parents and guardians of handicapped persons. Transportation to and from work has been a problem for many handicapped workers.

The present survey indicated that 13 out of 39 felt that this was still a problem; 19 rated the transportation problem as false, and 7 indicated that it was sometimes a problem.

The second area in which parents and guardians have expressed concern is the fatigue that clients sometimes experience when they begin working. Responses to the statement, "Seems very tired since he/she started working" produced 11 out of 39 true responses, 19 false, and 9 sometimes true.

Since the surveys were filled out during varying phases of the client's employment, and the clients began work on different dates, these results can be interpreted as showing improvement in the above areas or as only a few clients continuing to experience difficulty in these areas. We have found, through interaction with parents and guardians, that clients who are beginning a new job often complain of fatigue. However, as they adjust to the new work schedule, they rarely exhibit the same tiredness when they come home from work. In the same way, many clients have difficulty initially finding and/or using transportation to and from work. However, these logistical problems are usually worked out by bus training for the client or arranging a car pool, etc.

Table 3, which is a grouping of all subjective comments made on the questionnaires, contained only three statements that were considered predominantly negative, out of a total of 23 comments. These comments were about three separate clients. In two cases, they were the only comments made on the client, and in the third instance, the negative comment was one of four comments made on the client. The three negative comments dealt with one client's dislike of having to work on Sunday, another client's loneliness without contact with friends at the workshop since she started working, and

the third client's dependency on the group home counselor.

The majority of the comments were extremely positive and indicated that the clients enjoyed their jobs and their work environoments, and were making progress at home in areas such as social skills, maturity, independence and communication. A few comments were particularly enlightening: one mother mentioned that her son not only liked going to work and liked the people he worked with, but that he had learned things at work that he came home and helped with. Another mother stated that her son had grown up much more since he had been working, that he likes his job, and that she was proud he didn't stay in the street like he used to. Another mother noted that her son was more determined in making clear what he was trying to convey and that she thought he listened better too. These comments are especially interesting because they reveal aspects of the client's behavior which we did not include on the questionnaire and would not have known about otherwise.

The data contained in Tables 2 and 3 seem to indicate a general improvement in several areas of the clients' lives as a result of becoming employed. The sample population of this survey is small and specialized and this should be taken into consideration when evaluating the results. However, the general assumptions that can be drawn from the survey are encouraging and further study could be directed toward this aspect of employment of the handicapped. It has been widely accepted in the normal population that being employed gives one a sense of responsibility, independence, and pride. It appears that the same conclusions may be drawn for moderately to severely disabled individuals.

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Insert Tables 2 and 3 About Here
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TABLE 2

PROJECT EMPLOYABILITY PARENT/FAMILY/GUARDIAN MONTHLY QUESTIONNAIRE*

	True	False	Sometimes True
1. Transportation to work is still a big problem for us.	13	19	7
2. Is living more independently at home since the job placement	24	2	10
3. Is more concerned about personal appearance	32	3	4
4. Seems very tired since he/she started working	11	19	9
5. Seems more enthusiastic about many things	21	7	11
6. Seems more lonely than before job placement	3	34	2
7. Still makes contact with old and new friends	26	5	8
8. Mentions new friends he/she has made at work	20	6	13
9. Speaks or communicates to people at home more often than before job placement	20	13	4
10. Seems to like the job very much	39	0	1
11. Is excited about the prospect of earning own money	37	1	1
12. Requires more attention at home than before the job placement because: True statements qualified: (Ted) Special attention is given before he leaves for work each morning mainly for appearance. (Bonnie) She tells everyone repeatedly about her job. (Terry) Has grown up more and seems to understand more.	5	32	2

* Parent(s) or Guardian(s) were asked to fill out this questionaire monthly for the first 90 days. 39 questionaires were returned.

TABLE 3

PARENT/FAMILY/GUARDIAN/ QUESTIONNAIRE COMMENTS

Name	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Carl	Carl is more determined in making clear what he is trying to convey. I think he listens better now, too. (Mother 4-22-79)		
Eric		Only when snow or ice the problem of transportation. (Mother 1-8-80)	
Ted	I wish to express our thanks and appreciation on behalf of Ted to Project Employability for its sincere efforts and guidance.Thank you all! (Group Home Couselor 4-10-79)	Ted still requires supervision with personal appearence. This is a daily task, but improvement is noted and must be reinforced. (Group Home Couselor 7-11-79)	
Bonnie	Bonnie seems to enjoy working at the county cafeteria the friendships she has made while employed there. (Group Home Couselor 6-21-79) Bonnie stated to me 10/9/79 "I still like my job and I want to keep it." (Group Home Counselor 10-9-79)	Bonnie seems to be very pleased with her job. Still needs to work on telling time and realizing how important it is to her job. (Group Home Counselor 3-27-79)	Bonnie still has a tendency to be too dependent upon counselor/corrdinator. Independent behavior should be encouraged. (Group Home Counselor 8-8-79)
Jenny	Any suggestions from you are always welcome and appreciated! (Mother 4-27-79)		
Sam	Sam is very happy with his job. (Mother 7-12-79)		
Terry	Terry has learned to grow up much more since he has been working, he also like his job, and I am proud that he doesn't stay in the street like he use to.(Mother 12-20-79)		

PARENT/FAMILY/GUARDIAN/ QUESTIONNAIRE COMMENTS PAGE 2

Name	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Rudy	I think Rudy realizes that its just as easy to work at the cafeteria for 8 hours per day for $2.92/hr than work for nothing 6 hours a day at the Activity Center. He understands the tangible benefits of working. This is stressed at the Group Home for all the residents. (Group Home Counselor 6-21-79) Rudy has stated to me that he likes his job much better than attending the Activity Center. (Group Home Counselor 8-8-79) Rudy is adjusting to his job much better. He does not complain as much about being tired. (Group Home Counselor 10-9-79)		
Sara			The biggest problem with Sara has been boredom with the extra hours at home - she had been leaving at 7 AM and not returning until 5 PM. I think she is truly lonely without all the people at the workshop. This is a tremendous adjustment since she has been in school or worked with most of them all this year. (Mother 6-1-79)
Roger		Roger does not say anthing about his job unless "prodded". On the other hand, he never complains about his job either. Generally speaking he seems to be happy about going to work. (Group Home Counselor 7-11-79)	

PARENT/ FAMILY/GUARDIAN/ QUESTIONNAIRE COMMENTS PAGE 3

Name	Positive Comments Only	Positive /Negative Comments	Negative Comments Only
Roger		Talking with Roger about his job is like pulling out his teeth. He seems to enjoy the work though. (Group Home Counselor 10-9-79)	
Wayne	Wayne enjoys his job very much and seems to feel very responsible about it. He is very excited about everything new that he learns about it. I am trying to help him to learn things he needs to help with and encourage him to work faster. (Mother 8-19-79) He likes his job and seems to get more independent every day. He looks forward to going to work and likes the people he works with. He has learned to do things that he comes home and helps with. (Mother 10-3-79) Wayne likes his job very much and looks forward to each day. He enjoys learning new things at work and comes home and tells us about it. (Mother 12-20-79)		
Jeb	Jeb has always had good personal appearance and has communicated well, before and after job placement. We are very appreciative for the help and patience you all have extended to our nephew. (Uncle 11-1-79)		
Jeff	I appreciate the time and the concern that you'all have given Jeff, he is improving some but sometimes I think he can do better. (Mother 12-20-79)		

PARENT/FAMILY/GUARDIAN/ QUESTIONNAIRE COMMENTS PAGE 4

Name	Positive Comments Only	Positive/Negative Comments	Negative Comments Only
Rose			On exception: she dosen't like working on Sunday. (Sister 12-20-79)

References

Lynch, K. Toward a skill-oriented prevocational program for trainable and severely mentally impaired students. In G. T. Bellemy, G. O'Connor, & O. C. Karan (Eds.), Vocational Rehabilitation of Severely Handicapped Persons. Baltimore: University Park Press, 1979.

IMPROVING THE WORK PRODUCTIVITY OF A MENTALLY RETARDED WOMAN IN A CITY RESTAURANT[1]

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[2]The author gratefully acknowledges the assistance of Paul Wehman and Mark Hill in the development of the evaluation, design and training procedures for this program.

IMPROVING THE WORK PRODUCTIVITY OF A MENTALLY RETARDED WOMAN IN A CITY RESTAURANT

The integration of mentally retarded adults into society, and especially the nation's labor force, remains a leading issue for special educators and rehabilitation personnel. With deinstitutionalization of large residential facilities continuing at an accelerated rate and pivotal court decisions (e.g., Pennhurst vs. Haldeman, 1979), it is apparent that mentally retarded individuals will be increasingly available for community employment. Since many sheltered workshops do not have available vacancies and in many cases are not optimal vocational placements, competitive employment is one avenue for helping retarded adults achieve a certain degree of vocational independence.

If, however, mentally retarded workers are to be maintained in competitive jobs, they will frequently require specialized programs delivered at the job site. Verbal counseling, group therapy, and other nondirective techniques are often inadequate forms of intervention; furthermore, it is imperative that the program be individualized, directly prescribed for the worker's problem, and be conducted in the environment where the worker is experiencing the problem.

It is the purpose of this paper to present a case study which describes such a program. The woman who participated had no work history of competitive employment and was not considered employable by her rehabilitation counselor. In order to gain and maintain the kitchen utility job in which she was placed, it was necessary to improve her rate of silverware rolling and packaging. Therefore, it was decided to design and implement an individualized program while she was employed at the job site.

Method

Participant

Rose is a 28 year old black female who is classified as moderately mentally retarded. She is verbal and exhibits extremely compliant and passive behavior. Rose had no history of previous employment but received five months of work adjustment training at a local sheltered workshop for production efficiency. She was assigned to a rehabilitation counselor's caseload, but no placement had been made. Rose currently resides with relatives in the city and is working at a local cafeteria.

Job Setting

The program took place at a local city cafeteria in the downtown area. The cafeteria serves approximately 800 people per day and is considered to be a fast paced operation. Rose was assigned to wrap silver Monday through Friday and on Sundays from 10:30 to 3:00. The job involved picking silver from a bus pan, sorting the silver into containers, and wrapping silver. Object and visual discrimination were necessary. The finished roll consisted of one knife, one spoon and two forks, each which had to be clean. Rose's station was located approximately 10-15 feet away from other employees, and she had no direct contact with the supervisor of the cafeteria. Project staff, during training, were within two feet of the trainee.

Program Objective

After receiving an ample amount of clean silver, Rose had to wrap six rolls in one minute over three consecutive sessions. The criteria was enforced throughout each day she worked. Rose's baseline data showed low production rates.

It was decided that her work behavior could be shaped by the selection of a five minute work interval in which she had to initially produce four rolls per minute; eventually six rolls were required per minute.

Prodedure

A baseline of rate data was taken to assess Rose's level of production. During the baseline Rose was shown a model and given verbal prompts on how to wrap silver. Her baseline data indicated rates of production considerably below the employer's criterion for that position. It was observed that Rose spent too much time in positioning the pieces of silver before wrapping them, and she only used one hand to obtain the silver to be wrapped. In order to increase production, supervisor intervention was necessary. The program used to increase production was a changing criterion/design with a fading process of supervisor intervention. The technique of intervention used was a teaching strategy and a point system. The strategy consisted of using both hands to obtain the silver to be wrapped, paired with placing the silver on the napkin without neatly positioning the silver, and then wrapping the silver as fast as possible. The teaching strategy was enforced throughout the day except when the supervisor was recording. During the first phase of the program, Rose had to produce four rolls of silver per minute during the observation periods. Two time samples were taken daily which were each five minutes long. If the target number was reached during the observation periods, a point was given. Rose had to earn at least one point per day for three consecutive days before reinforcement was given. During the observation periods, Rose was told when to begin and stop. The trainee reached criteria easily during the first phase of the program and reinforcement was given. The same procedure was used for

the second phase of the program. The second phase was more difficult for Rose since she had to produce six rolls of silver per minute and the observation period was taken for five minutes, once a day. The trainee had to work faster and she only had one chance per day to earn a point. Although the second phase was far above the baseline, it was believed that this criteria could be obtained. Rose was able to produce six rolls of silver per minute for three consecutive days.

A choice of three outings were offered to Rose as reinforcement. When the first criteria was met, she chose a trip to the movie; when the second criteria had been obtained, Rose chose a trip to a restaurant.

After the second criteria had been met and reinforcement given, supervisor intervention was eliminated. The teaching strategy and point system stopped. One observation period was taken daily to see if the trainee was able to maintain performance. Rose was not told when the sampling observation was beginning or when it had ended. It was observed that Rose continued the strategy taught through the sampling and was able to maintain her production rate, never falling below 5.4 rolls per minute during the observation sample. The supervisor then faded the observation periods to one per week. It was observed that Rose was still able to maintain her rate performance.

Results and Discussion

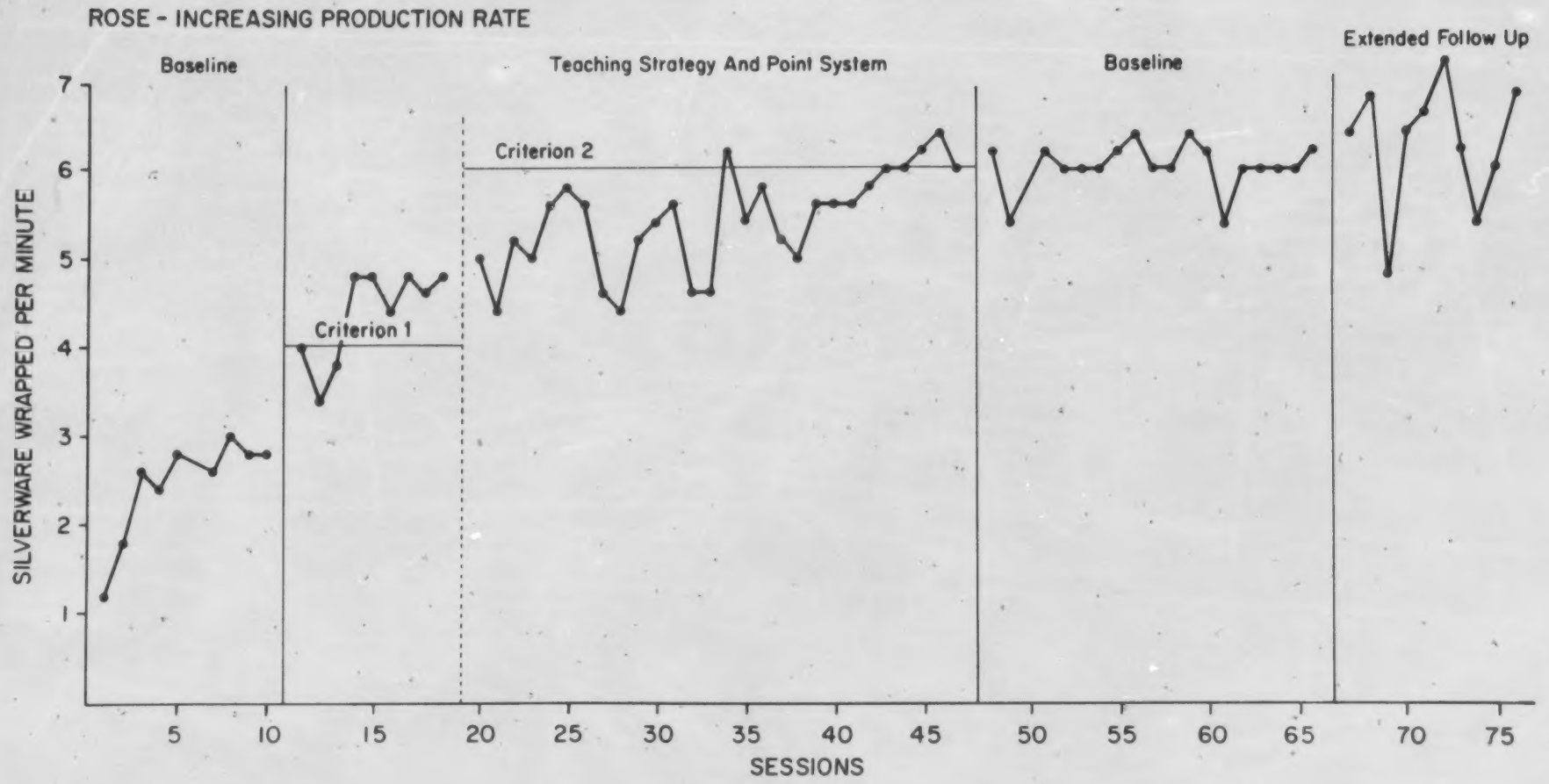
Results of the present behavioral program indicates that Rose's rate of silverware rolling increased by over 100%. Figure 1 indicates the mean number of rolls per minute was under three during baseline and increased to over six. At the same time Rose's wages accumulated to a total of $624 with four absences and she was late two times for work. Furthermore, Rose's on-task behavior was

recorded and reveals 100 percent time on-task for 16 of 18 observation sessions over a three month period.

Evaluation of Rose's work behavior in this changing criterion design clearly reveals a significant change in her behavior and, in all probability, facilitated her continued employment. Since the design did not allow for verifying which element, the teaching strategy or point system, was more critical in Rose's increased work, it is not possible to say which was more important. However, it would appear that the teaching strategy was the greater contribution than the point system in increasing Rose's rate of silverware rolling. Figure 1 indicates that even after the point system was faded, Rose's rate of production was maintained. The acquistion of skill played a significant role in the program for Rose in that she was able to respond to the request for silver. This in itself appeared more reinforcing for Rose than the point system.

Figure 1

Rose's Increase in Rate of
Rolling Silverware


ROSE - INCREASING PRODUCTION RATE
Baseline
Teaching Strategy And Point System
Baseline
Extended Follow Up
Criterion 1
Criterion 2
SILVERWARE WRAPPED PER MINUTE
SESSIONS
1
2
3
4
5
6
7
5
10
15
20
25
30
35
40
45
50
55
60
65
70
75

REDUCING NONCOMPLIANCE AND INAPPROPRIATE VERBAL BEHAVIOR IN A MODERATELY RETARDED FOOD SERVICE WORKER: USE OF A SYSTEMATIC FADING PROCEDURE[1]

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[1]The development and dissemination of this paper is supported by an Innovation and Expansion grant from the Virginia Department of Rehabilitative Services.

[2]The authors gratefully acknowledge the assistance of Jeanne Haston and Mark Hill in the design and editing of this study.

REDUCING NONCOMPLIANCE AND INAPPROPRIATE VERBAL BEHAVIOR IN A MODERATELY RETARDED FOOD SERVICE WORKER: USE OF A SYSTEMATIC FADING PROCEDURE

The development and maintenance of appropriate social behavior remains a serious impediment to the successful vocational habilitation of mentally retarded individuals (Rusch, 1979). Maladaptive behavior is probably the leading problem in placing retarded clients into sheltered or competitive employment. Furthermore, those clients fortunate enough to be placed in competitive employment are most likely to be terminated because of inappropriate social behavior.

Although the behavior modification literature is rich with illustrations of successful intervention and control of inappropriate behavior (Bates & Wehman, 1977), not surprisingly there is a paucity of studies which took place in an integrated work setting i.e., competitive employment. There are at least two reasons for this. First, only in recent years have mentally retarded persons been working in competitive employment, especially those with moderate and severe retardation. Second, the difficulty in implementing a reasonably well controlled behavior management program in a hectic work environment made up predominantly of nonhandicapped adults (co-workers) is immense (Rusch & Schutz, 1980).

Yet it is increasingly apparent (Rusch & Mithaug, 1980; Wehman, 1980) that without specialized training and advocacy service at a real job site, many severely disabled persons will not be placed and retained in competitive employment. Hence there is a need for data-base demonstrations of training and maintenance programs which directly address the maladaptive behaviors of mentally retarded workers. (Rusch, Weithers, Menchetti, & Schutz, 1979; Schutz, Rusch, & Lamson, 1979; Schutz, Wehman, Renzaglia, & Karan, 1978)

Thus, it is the purpose of this paper to describe the intervention procedures which were employed to reduce inappropriate verbal behavior in a mentally retarded woman. This case study is noteworthy for two reasons other than the competitive employment setting it takes place in. First, a systematic fading procedure was implemented through the use of a changing criterion necessary for token reinforcement. Second, the real supervisor and co-workers were directly involved in the maintenance of the program.

Method

Participant

Bonnie is a 29 year old moderately retarded female who is ambulatory with no motor impairments. She is verbal and receptive to modeled behaviors, although she appears to lack the cognitive skills necessary to understand and express abstractions. For example, she is able to read numbers as they appear on a clock face and state the time; however, she is unable to make use of this information to pace work or organize her day. Noncompliant behavior, which is defined as refusing to comply with a supervisor's request, hitting yelling, or throwing pots, has often resulted from her inability to understand requests and conversation.

Bonnie presently resides in a local group home with five other retarded adults. She was placed there over a year ago by a large residental training school. Although Bonnie exhibits satisfactory self care skills she is reported to be attention seeking; this is often characterized by object throwing, yelling, and self abuse.

The Division of Rehabilitative Services closed Bonnie's case before Project Employability became involved. She was not recommended for training or employment

by them. Project Employability staff felt Bonnie could become a competent worker with the assistance of an intensive on-the-job training program. Bonnie has no history of sustained competitive employment.

Job Setting and Task

Bonnie is employed as a Food Service worker in a county employee cafeteria. The operation is moderately paced and serves only lunch. Her job duties include pot washing and dishroom work, usually as the catcher. She is the line runner during the lunch hour, carrying trays, glasses, cups, etc., to the dining area. Although she works on pots alone, Bonnie is in a highly visible position. In the dishroom she workes in close proximity with two other CETA employees. As the line runner she often interacts with the customers in the dining room area.

Program Objective

Bonnie had been working for several months when a new supervisor was hired for the kitchen. With the introduction of this supervisor, Bonnie began to exhibit an unacceptable level of noncompliant behaviors at work. The supervisor responded to Bonnie's behavior by issuing a warning letter. Two more letters would have resulted in her dismissal from the cafeteria. The employer has also expressed feelings of fear when Bonnie is acting out, especially in the situation where she struck a handicapped co-worker.

A program designed to reduce these undersirable behaviors was introduced by Project Employability staff. The goal was for Bonnie to demonstrate acceptable behavior over 98% of the working day which was 475 minutes. She was to comply with requests made by the supervisor, and not exhibit physically violent behaviors, such as hitting or throwing objects and yelling. She was also required to elimnate the ignoring of co-workers, by refusing to speak to them and avoiding eye contact as this would often last for hours.

Behavioral Observation

Bonnie's noncompliant behaviors were recorded by a trainer. A description of the behavior and the duration of behavior was recorded. Later in the program (Phase 4), the instructor depended on the real supervisor and co-worker observations, as Project staff were present for a limited amount of time. A chart was used as a visual record for the client of her "good behavior". She was awarded a point for each interval that she exhibited acceptable behavior. Reinforcement was earned on the basis of the number of points earned daily and weekly.

Baseline of Bonnie's behavior was taken over three working days by the instructor. A point was awarded at each of eight intervals if Bonnie was demonstrating compliant behavior for the hour proceeding the check. Undesirable, or noncompliant behaviors were defined as: 1) noncompliance with a supervisor's request, 2) complaints about routine tasks required daily, 3) throwing objects - dishracks, trays, pots, 4) hitting, 5) yelling, 6) threatening co-workers physically or verbally. The instructor did not intervene during baseline. (No hitting or physical threats occurred during baseline. These behaviors would have prompted immediate intervention by the instructor.)

Procedure and Design

Intervention was begun on the fourth day, using a changing criterion design. The amount of time Bonnie was required to exhibit acceptable behavior was elevated through the four phases. This provided an opportunity for success from the outset of the program, and also was used as a method of decreasing the duration of noncompliant behaviors. Reinforcement was faded, as was the instructor's presence across the four phases establishing a more normalized environment in the final

sessions of the program. The instructional design employed to evaluate the program was a changing criterion design (Hartmann & Hall, 1976).

Phase I

Bonnie was required to exhibit compliant behavior for at least 360 minutes of the working day over 10 consecutive sessions. The description and duration of noncompliant behavior continued to be recorded by the instructor.

In addition to this a chart was kept where Bonnie was able to visually follow her progress. The day was divided into eight intervals of about one hour each during phase one. She earned points by maintaining acceptable behavior throughout the interval; loss of the point occurred with a total of five minutes of undesirable behavior during each interval. She was verbally reinforced at the end of each interval where she succeeded. If she failed to earn the point she was shown the zero on the chart and it was briefly explained why she did not earn the point. Daily reinforcement in the form of a note home or small reward was earned with six points. She also worked for weekly reinforcement of her choice. This consisted of outings after work to shop, or movies, etc. She was required to have a sum of thirty points over five sessions to earn this reinforcement.

Phase II

Criterion for phase two was raised to 398 minutes of compliant behavior daily, over ten working days. The trainer continued to record as she did in phase one.

Bonnie's chart was reduced to six intervals. She was expected to work and maintain acceptable behavior for a longer period of time to receive reinforcement. Verbal reinforcement was faded to only several times a day, rather than after

each interval. A brief explanation was still given if she failed to earn the point. Reinforcement at the end of the day was maintained, and continued to be in the form of notes or small rewards if five of a possible six points had been earned. Weekly reinforcement was earned with a sum of at least twenty-five points over five days. Although she was able to earn less points in this period, she was maintaining compliant behavior over a greater period of time to receive reinforcement.

Phase III

Bonnie's success in phase two indicated she could comply over a greater amount of time. Criterion for phase three was raised to 455 minutes daily. This required compliant behavior to be exhibited all of the working day except for lunch. (Lunch was not included in this phase or following phases). Criterion was kept at this level for 10 consecutive successful working days. The presence of the instructor was faded during this phase. Reinforcement was also faded, with daily notes and praise becoming intermittent. Bonnie was reinforced on a weekly schedule as in the previous phases.

The day was divided into three intervals on the chart: clock-in time until break, break to lunch, and after lunch until clock-out time. Bonnie could earn one point for each interval as before. It was explained to Bonnie that she would have to maintain acceptable behavior the entire working day to receive reinforcement.

Phase IV

Bonnie had shown in phase three that she could exhibit acceptable behavior over most of the eight hour working day. Therefore, the criterion was raised to 475 minutes in phase four. This allowed only one five minute interval where

she was allowed to express verbal complaints.

The day was no longer divided on the visual chart. Bonnie earned one point for each successful day. Verbal reinforcement from both the supervisor and instructor was given intermittently. She worked for weekly reinforcement as before. She was required to maintain acceptable behavior over five consecutive working days to earn the outings. The trainer was present an average of an hour and a half daily during this phase, therefore recording was based on the instructors's, supervisor's and co-workers's observation.

Fading

Bonnie had established acceptable behavior. The trainer continued to record her behavior every other day for 20 working days. Bonnie was reinforced for continued success after eight days. She was reinforced with another outing at the end of the recording period, as she remained successful for the entire period. The program faded to an occasional check, with reintervention if unacceptable behaviors accelerate. The supervisor agreed to supply occasional verbal praise for acceptable behavior during and after the fading process.

Results and Discussion

Results of Bonnie's behavioral program indicate the duration of acceptable behavior increased from less than 360 minutes to 470 minutes daily. This is shown clearly in Figure 1 of total minutes of compliant behavior. It is also reflected in the number of points she earned daily. (See top of graph) Bonnie was present every working day throughout the program and has been tardy only four times. Furthermore, she has earned $2693.00 since the initiation of the program. Her on-task behavior has been maintained at 98.1%.

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Insert Figure 1 About Here
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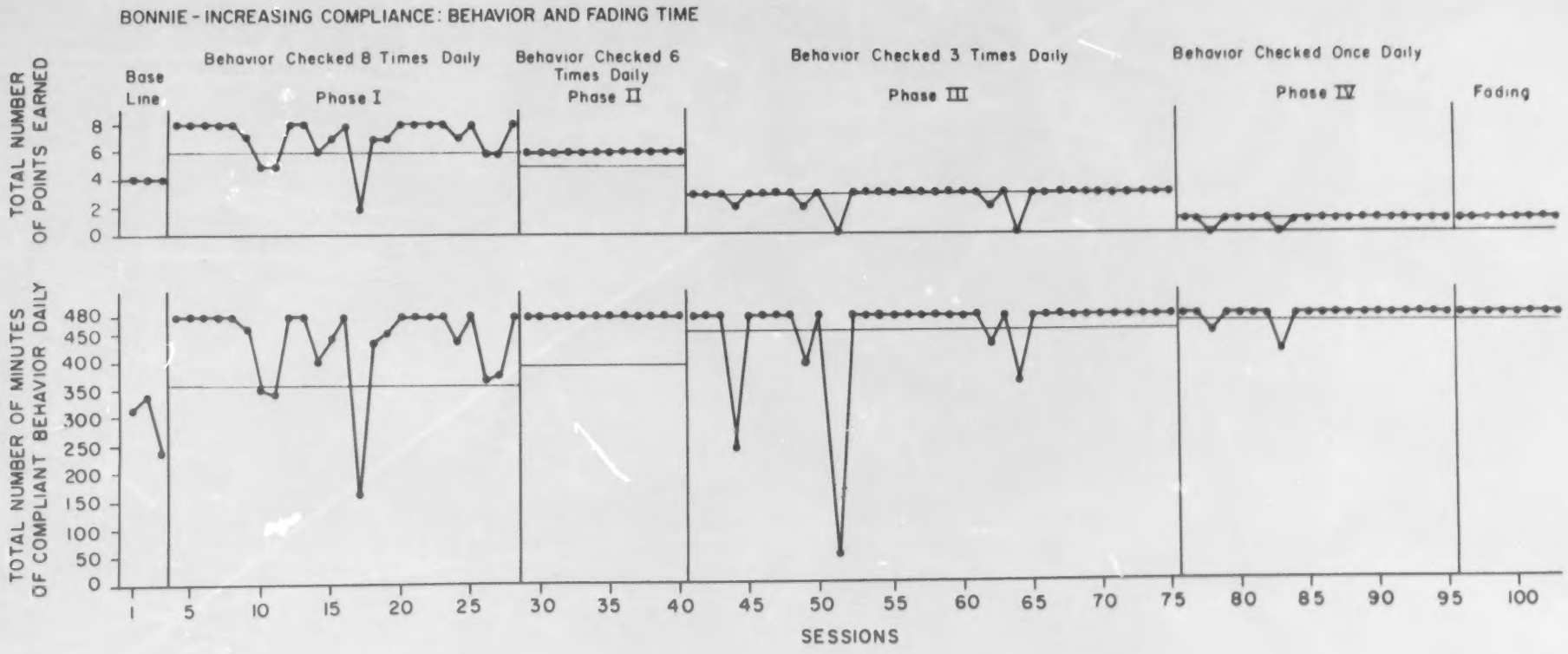
Bonnie's improved compliance behavior is a result of 1) a carefully implemented point system and 2) planned involvement by the real supervisor in the implementation and maintenance of the program. As Rusch, Weithers, Menchetti, & Schutz (1979) observed co-workers and supervisors play a critical role in maintaining the employment of severely disabled employees. The most encouraging aspect of this study was the success of the gradual fading out of the trainer and the thinning of the reinforcement schedule while gradually increasing the behavioral criterion of minutes required for reinforcement.

It is also positive to note the high level of work attendance and high percentage of on-task behaviors observed during selected work periods. The over $2600 earned in wages is an excellent indicator of the social significance of this work. It would appear to justify the cost involved in designing and implementing the program. Bonnie has been able to maintain compliant behavior with only occasional verbal reinforecement from her supervisor after the conclusion of the program.

Figure 1

Maintenance on Bonnie's Compliance Behavior
and Fading Staff Intervention


BONNIE - INCREASING COMPLIANCE: BEHAVIOR AND FADING TIME
Base Line
Behavior Checked 8 Times Daily
Phase I
Behavior Checked 6 Times Daily
Phase II
Behavior Checked 3 Times Daily
Phase III
Behavior Checked Once Daily
Phase IV
Fading
TOTAL NUMBER OF POINTS EARNED
0
2
4
6
8
TOTAL NUMBER OF MINUTES OF COMPLIANT BEHAVIOR DAILY
0
50
100
150
200
250
300
350
400
450
480
1
5
10
15
20
25
30
35
40
45
50
55
60
65
70
75
80
85
90
95
100
SESSIONS

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MAINTAINING THE EMPLOYABILITY OF A SEVERELY RETARDED FOOD SERVICE WORKER: USE OF A CHANGING CRITERION PROGRAM[1]

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[2]The authors gratefully acknowledge the assistance of Paul Wehman and Janet Hill in the design and writing of this paper.

MAINTAINING THE EMPLOYABILITY OF A SEVERELY RETARDED FOOD SERVICE WORKER: USE OF A CHANGING CRITERION PROGRAM

Although the vast majority of moderately and severely mentally retarded adults attend adult day programs or sheltered workshops, in some cases, competitive employment is a viable option (Rusch & Mithaug, 1980; Wehman, Hill, & Koehler, 1979a). Competive employment is frequently a more attractive placement for the obvious reasons of increased wages and benefits and the opportunity to work with and around nonhandicapped individuals. Unfortunately, without special support from job trainers who are initially located in the work environment, most severely retarded individuals will not last on the job.

Our experiences with Project Employability, a job training and placement program funded by the Virginia Department of Rehabilitative Services (Wehman, Hill, & Koehler, 1979b). suggest that many retarded adults have difficulties in a) switching jobs independently (Connis, 1979) and b) maintaining a reasonably competitive rate of work. It is the second problem area which this paper addresses.

The case study described below took place in a real work environment, i.e., a nursing home. It is a detailed sequence of the events which were undertaken to improve the work rate of a very slow individual. It was critical to help him speed up because his main job, pot scrubbing, was necessary if the cooks and other meal preparers were to complete their jobs on time and get the food into the dining hall.

Method

Participant

Ned is a 35 year old male, classified as severely retarded, with Down's Syndrome. His motor behavior may be characterized as "slow and steady", but with no motor impairment present. Ned's language skills are also limited;

his speech is echolalic with an extremely low volume at the time of employment, his speech increased during employment to the use of simple noun-verb sentences. Number concepts are present as is the ability to tell time on the hour and on the half hour. Earlier in the same job training program, Ned had been employed in a grounds crew position, where his slow motor behavior and lack of orientation skills resulted in termination after training. Ned lives with his parents in a residential area near the job site. His mother provided transportatation until the illness of Ned's father made this difficult, at which time she arranged for a church group to transport Ned. Ned receives no support from the Department of Rehabilitative Services. His mother's initial skepticism about his chances for permanent employment has decreased, although she frequently worries about the cut-off of income from disability benefits.

Setting

Ned was hired by a food-service department in a church-affiliated retirement home. This organization was supportive of the concept of employment for severely disabled individuals and refused the two week nonpaid training period The food service department supplies food to a health care unit within the retirement home and runs a cafeteria with a capacity of feeding about 350 daily. Staff includes the manager, two assistant managers, four cooks, a secretary and approximately seven line workers and bussing aides. Ned was hired as a part time pot scrubber with the day beginning at 11:00 A.M. and ending at 4:00 P.M. His tasks included getting the pots from various areas in the kitchen, rinsing them, washing pots and keeping his sink clean. The pot sinks were located at the back of the kitchen, in very close proximity to the ovens and preparation tables. The disposal needed for rinsing the pots was across the cook preparation area in the dishroom. In order to rinse out the pots to prepare them for washing, Ned had to collect them on a cart and go through the cook's working area. Because of

this proximity to their area, the cooks gave Ned many prompts from the beginning of his employment.

Program Objective

Although Ned appeared to be accepted in the kitchen after a few months of employment, his on-task behaviors and his production rate on pots had shown no or little change since the date of employment. It was important to job success that Ned improve his production rate on pots because co-workers complained about his slow speed. Program selection was made on the basis of providing a visual record of progress to the client. The proximity to the other workers was also taken into consideration since the intervention technique could not intrude into their work space. The goal of the program was to scrub pots at a rate acceptable to the trainer and the staff of the cafeteria. A criteria of .42 pots per minute for two daily periods of approximately two hours was determined as a rate which would supply the kitchen staff with clean pots.

Behavior Observation

An observation of Ned's production rate was initiated during a 15-minute period daily. Rate was calculated by dividing the number of pots completed by the minutes recorded, yielding a rate per minute. These observational data were taken during a period of intensive intervention, with 100% trainer assistance consisting of verbal prompting, modeling, and physical prompting procedures.

Procedure

Materials included a small, laminated card which fits behind the faucet on the sink. The card included the number 1-50, Ned's name, and an empty space for recording the reinforcer. A water color marker was used to mark off the number

of pots finished within a work period. This program was implemented to make reinforcement for acceptable work possible. The basic procedure involved a)verbal prompting to speed up; b) visual monitoring of rate using the chart; c) reinforcement of appropriate speed and performance of tasks.

Intervention I. Trainer intervention was 100% of working time. Immediately upon completion of a clean pot, (all pots except utensils, spatulas etc. were counted as one unit), the trainer removed the pot from the subject's hand and marked one unit off the card, accompanying this with verbal praise. Prompts to speed up were frequent. The pots were prepared for washing by the trainer and collected by the trainer. Prompts were given as needed for completion of the designated number of pots. Criteria for reinforcement was set at 40 pots per session or .33 pots per minute. Although the units counted were not uniform, it was felt that this method would yield a crude average of the amount of work completed and a measure for reinforcement. Reinforcement was a client selection; they included ice cream at lunch, a break at 3:30 and a trip to McDonald's on Fridays if the criteria was met.

Intervention II. Trainer intervention remained at 100% of working time, with the same trainer preparation of pots continuing. Criteria for reinforcement was raised to 45 pots per two hour session or .37 pots per minute.

Intervention III. The 45 pots criteria remained constant while trainer intervention was reduced to approximately 80% of working time. At this time, the subject was trained in collecting his pots and preparing them for scrubbing, cutting down on actual time spent on scrubbing pots. Reinforcement continued as before.

Intervention IV. Morning criteria increased to 50 pots per session, while afternoon criteria was reduced to 40 pots as a result of a schedule change. Intervention remained at approximately 80%.

Intervention V. Criterion for reinforcement remained the same but Ned was now required to independently get pots and rinse them. Trainer intervention was

reduced to approximately 60% during this period.

Intervention V: During this period, intervention was reduced by the elimination of use of the card except on spot checks of the subject's production rates. On other days, an estimation by either the trainers or by the cooks (who often fought over who would decide) determined whether reinforcement occurred. The decision was often made approximately 10 minutes before the session was over and was given in terms of how many more pots must be completed before the end of the session in order to receive reinforcement.

Results

Collection of baseline data yielded a mean production rate of .29 pots per minute. These data were collected during a period of prompting and reinforcement. Collection of data during the final period of spot checks yielded a mean of .42 pots per minute. This increase in production rate enabled Ned to complete enough pots that he was usually finished before a session was finished. Also, the gradual introduction of new tasks into the phases of the speed program resulted in the acquisition of all tasks by the spot check phase. These new tasks were completed with adequate speed. Therefore, final results show an increase in pot washing speed, acquisition of several new tasks and a decrease in trainer intervention to approximately 60% of work time.

On-task behavior averaged 98% throughout employment. Ned has missed 4 days since his employment at this site and his earnings have totaled $4518.13.

Discussion

The changing criterion design of this program does not allow attribution of the demonstrated behavior change solely to the program implemented. As well as a

demonstrated increase in the number of pots completed within a session, an increase was seen in the number of tasks completed in addition to pot scrubbing, an increase in on-task behavior and a decrease in trainer assistance levels.

A number of factors may have been involved in the changes in behavior, making it difficult to attribute them to the program alone. No controls were used to demonstrate that the change would not have occurred without the use of the program, although baseline results do not demonstrate an upward trend. Practice effects are likely, particularly in view of the long time span over which the program occurred. Also, instruction and prompts may have increased speed and aided in the acquisition of new tasks. Some doubt as to the importance of the instruction in the speed increase may be imposed by the inclusion of prompts and instruction in the baseline phase. Despite the need for other forms of control of experimental conditions, they were found to be undesirable in the work situation under employment conditions.

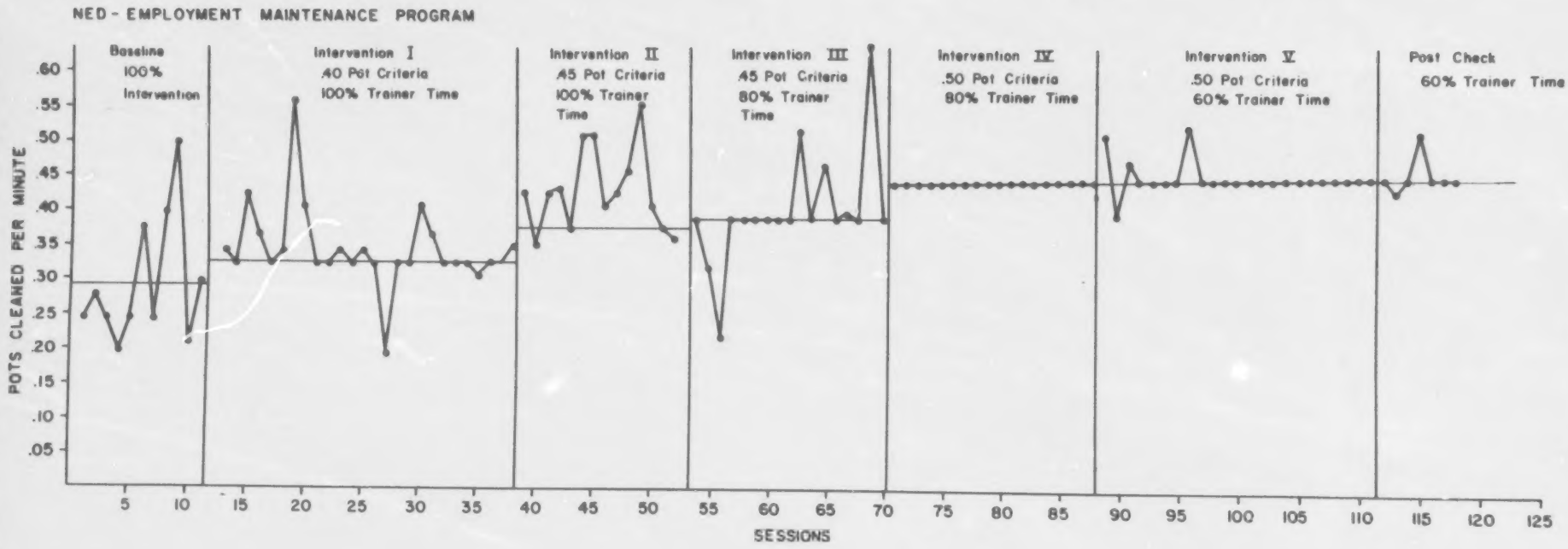
Regardless of the number of additional factors involved in the behavior change, it is obvious that this program increased and maintained the employability of this severely retarded worker. Speed was increased to a rate acceptable in the kitchen, raising the co-workers acceptance level. Also, trainer support and assistance was withdrawn gradually and a number of new tasks were added to the daily work load.

Employment would not have been maintained without this program's implementation. The program made visible to the nonhandicapped co-workers and the employer the occurance of behavior change. The position that Ned fills is extremely appropriate for a severely retarded individual, being in a relatively slow paced environment, with employer support, in a self-contained work space, repetitive tasks and a position which the employer finds hard to fill for any period of time.

Termination of employment would have resulted in the return of Ned to an adult service center, which has a long waiting list for entry. As well as benefiting Ned by increasing his skill levels and independent functioning, employment has resulted in a reduction in publicly funded support.

Figure 1

Increasing Ned's Rate in
a Pot Scrubbing Task


NED - EMPLOYMENT MAINTENANCE PROGRAM
Baseline
100%
Intervention
Intervention I
.40 Pot Criteria
100% Trainer Time
Intervention II
.45 Pot Criteria
100% Trainer
Time
Intervention III
.45 Pot Criteria
80% Trainer
Time
Intervention IV
.50 Pot Criteria
80% Trainer Time
Intervention V
.50 Pot Criteria
60% Trainer Time
Post Check
60% Trainer Time
POTS CLEANED PER MINUTE
.60
.55
.50
.45
.40
.35
.30
.25
.20
.15
.10
.05
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125
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REACTIVITY AND ITS EFFECT ON PERFORMANCE OF SEVERELY HANDICAPPED FOOD SERVICE TRAINEES[1,2]

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[2]The authors gratefully acknowledge the support and assistance of Paul Sale, Janet Hill and Scott Prince in completing this study.

REACTIVITY AND ITS EFFECT ON PERFORMANCE OF SEVERELY HANDICAPPED FOOD SERVICE TRAINEES

One question which warrants attention in the observational assessment of the performance of handicapped individuals is the effect of overt versus covert observations. This could involve a variety of parameters. For example, the type of handicapping condition, the age and sex of the client observed, the frequency of observation, and the type of setting could all conceivably influence the quantitative as well as qualitative aspects of performance.

The problem of reactivity has concerned researchers for a long time (Campbell & Stanley, 1963; Webb et al., 1966). Romanczyk and his colleagues (1973) investigated the effect of reactivity on the inter-observer reliability of assessments and found that reliability with an overt observer was higher than with a covert observer.

A reactive measure is obtained whenever the individual is aware that his/her behavior is being recorded. Behavior may be influenced by the presence of the observer or the observer's equipment. Nonreactive measures, on the other hand, are obtained whenever the individual is unaware that his/her behavior is being recorded and no changes are made in the situation. The behavior that occurs is natural.

It is important to distinguish between observations made when the individual is aware of the recording process and those made when he is not. This is because the former are subject to a set of potential biases or distortions that can arise from the effects of the observation and recording process itself. Webb and his associates (1966) list three sources of invalidity or error that arise from the individual whose behavior is

being observed. These "reactive" effects include: 1) the "Guinea Pig" effect from awareness of being tested; 2) role selection, resulting from the individual's perception of the demands and norms of the settings; and, 3) actual changes in behavior resulting from the measurement process itself called the "testing" effect. These reactive effects have also been discussed by Campbell and Stanley (1963), Friedman (1967), and McGuigan (1963).

Orne (1962) argued that experimental subjects typically adapt to the role of the "good subject." That is, they try to contribute to knowledge by providing data which are useful to the experimenter and to science. In taking the role of the "good subject," they commonly desire to confirm the experimenter's hypothesis. Orne further stated that "the totality of cues which convey an experimental hypothesis to the subject become significant determinants of subjects' behavior." He labeled the sum total of such cues as the "demand characteristics" of the experimental situation.

The "Hawthorne" effect (see Roethlisberger and Dickson, 1939) testifies to similar effects in field studies and field experiments. Explanations for this effect point to the factors of: 1) novelty; 2) awareness that one is a participant in an experiment; 3) a modified environment involving observers, special procedures, and new patterns of social interaction; and 4) knowledge of results in the form of daily productivity figures and other feedback.

Rosenthal (1967) demonstrated that: 1) the experimenter's expectancies or desires are transmitted to their subjects by means of unintentional paralinguistic cues (such as variations in the experimenter's

tone of voice) or unintentional kinesthetic cues (such as changes in the experimenter's posture or facial expressions), and 2) the experimenter's expectancies or desires influence their subjects' responses; that is, the subjects respond in such a way as to confirm the experimenter's hypothesis.

Other studies (e.g., R. W. Johnson, 1979; Narwit, 1969; Miller, 1970) also indicated that the experimenter's expectancies or desires can be communicated to their subjects by verbal, facial, or gestural cues and that the subjects may then respond in such a way as to fulfill the experimenter's expectancies.

It seems evident from these studies that observed individuals are affected by: 1) the physical presence of an observer; 2) the observer's unintentional expectancies; and 3) the "demand characteristics" of the setting. These three variables overlap considerably and share one common element; that is, the physical presence of an observer. As stated before, the presence of an observer and the individual's awareness of being observed may produce reactive measures.

Therefore, the purpose of this study was to examine whether a reactive effect was present in a job training and placement program for severely disabled adults. The participants in this study had been trained and placed in a competitive employment job setting, yet on-going data collection was still required in order to carefully monitor their progress (see Wehman & Hill, 1979, Note 1 for a full explanation of Project Employability). This study assessed the degree to which reactive measures obtained during direct observations affected the level of "on task" behavior of severely handicapped employees. Reactive and nonreactive measures were manipulated for each individual and evaluated in a within-

subject design. It was predicted that the level of work behavior of the subjects would increase when reactive measures were obtained due to the physical presence of the experimenter.

Method

Participants. The individuals involved were four severely handicapped trainees who were receiving on-the-job training as food service technicians in an urban university cafeteria. Three of the individuals were male and one was female. Their level of retardation fell within the moderate to severe range. Ages ranged from 23 to 34 years with a mean age of 29 years. Two of the individuals were partially verbal and the remaining two were nonverbal, one of which was profoundly deaf. All trainees received each level of the experimental condition. Selection procedures were not used due to the fact that the population was a given.

Procedure. A within-subject design was used to assess the degree to which reactive and nonreactive measures, obtained during observations, affected the performance of the participants. Prior to the study, the participants were randomly assigned to one of two groups for the purpose of counterbalancing. Group I received manipulations of the independent variable in an ABBA sequence and group II in a BAAB sequence. The reactive (obtrusive) measures were obtained by an observer who met the following criterion: 1) was acquainted with all the participants; 2) was visible to the individuals during observations; and 3) carried a stopwatch, clipboard and pen that were visable to the subjects. The nonreactive (unobtrusive) measures were obtained by another observer who met the following criterion:

1) was not acquainted with any of the participants; 2) used a wristwatch instead of a stopwatch; and 3) concealed his data sheet inside a university notebook. These measures were taken to increase the variability between the experimental conditions. The proximity in which the observations were made ranged from 10 to 60 feet from the subjects. Performance or on-task behavior was operationally defined prior to the study, for each trainee, according to his specific work-related duties (i.e., cleaning tables, breaking down trays, sorting silverware, collecting trash, loading and unloading the dishwasher, washing pots, etc.). A momentary time-sampling procedure was used to record on-task behavior. This involved observing the subjects every 10 th second for a period of five minutes. If the trainees were on-task, a plus (+) was recorded. If they were off-task, a minus (-) was recorded. The percentage of time the subjects spent on-task was then computed. Because each trainee had more than one defined task, both reactive and nonreactive measures were obtained when the individual was-involved on the same task. Eight reactive and eight nonreactive measures were obtained from each subject. In all, a total of 64 measures were obtained, 32 reactive and 32 nonreactive.

To insure that the study was not confounded by the subjects' awareness of the unobtrusive observer, a post-experimental inquiry was conducted. Each individual was taken to a small section of the cafeteria and was informed that someone had been observing them. The participants were then required to pick out the unobtrusive observer from a group of 20 to 30 students. All four trainees attempted but could not isolate the unobtrusive observer from the other students.

Results and Discussion

As predicted, the percentage of time spent on-task was greater for all trainees when reactive measures were obtained. T-tests were used to determine if the mean score differences obtained were statistically significant. Prior to the study, significance was set at the .05 level. As shown in Table 1, reactive measures revealed a significantly greater percentage of on-task behavior for all subjects than did nonreactive measures, t (62) = 3.99, $p < .0005$. T-tests were then performed on each subject's mean scores. All but one subject's scores proved to be statistically significant. Figures 1 and 2 indicate the percentages of on-task behavior of the trainees under reactive and nonreactive observation situations.

- - - - - - - - - - - - - - -
Insert Table 1 About Here
- - - - - - - - - - - - - - -

Interobserver reliability for on-task behavior was 96.66 percent with a range of 92.85 to 100 percent. Reliabilities were computed as a percentage of agreement (smaller numbers divided by the larger x 100). Prior to the study, observations were made at a similar location on a mentally retarded individual whose tasks were similar to the subjects in the study. This measure was taken to insure that the study would not be confounded by the subject's awareness of the unobtrusive observer.

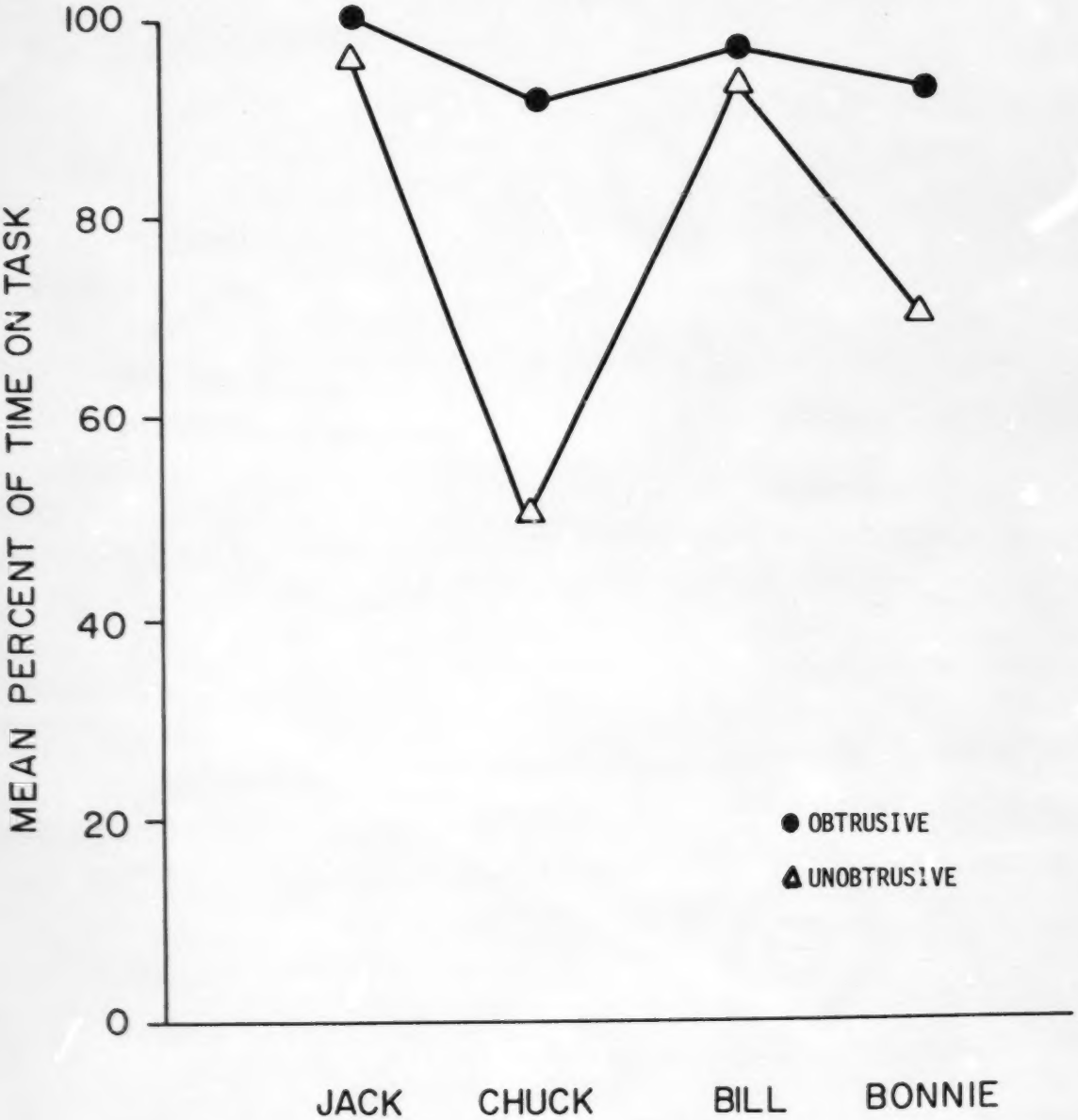
- - - - - - - - - - - - - - - - - - - -
Insert Figures 1 and 2 About Here
- - - - - - - - - - - - - - - - - - - -

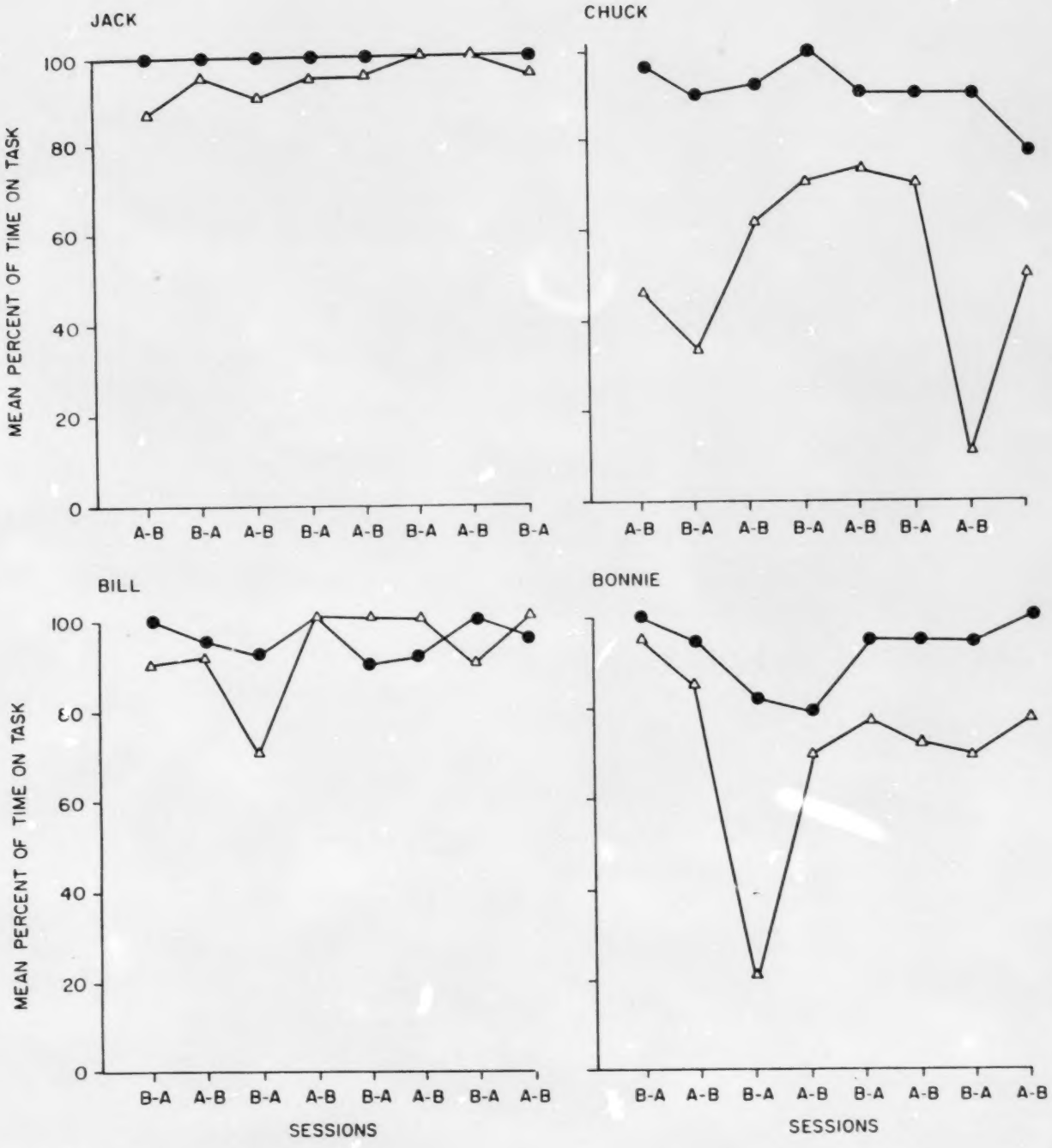
It seems evident that other variables have affected manipulations of the variable under study. These variables have been narrowed down to task and physical environment. Jack's task generally consisted of washing and returning pots. The pots to be washed were either placed on the sink itself or on a rack located next to it. In either case, the dirty pots

Table 1

Mean Percentage of Measures and t-Test Results

Pop'n	Mean % of On-Task Behavior under Reactive Measures	Mean % of On-Task Behavior under Nonreactive Measures	One Tailed t-Test Results: Difference	df	Score	p level
All Ss	95.31%	78.20%	17.11%	(62)	3.99	< .0005
Jack	100%	95.53%	4.47%	(14)	2.96	< .01
Chuck	91.25%	52.08%	39.17%	(14)	5.46	< .0005
Bill	96.25%	93.75%	2.50%	(14)	.69	> .05- < .40
Bonnie	93.73%	71.46%	22.27%	(14)	2.82	< .01


100
80
60
40
20
0
MEAN PERCENT OF TIME ON TASK
OBTRUSIVE
UNOBTRUSIVE
JACK
CHUCK
BILL
BONNIE


JACK
CHUCK
BILL
BONNIE
MEAN PERCENT OF TIME ON TASK
100
80
60
40
20
0
A-B
B-A
SESSIONS

were visible to the subject. All he had to do was wash the dirty pots and return the clean pots to their original locations. Bill's task was similar to that of Jack's. His task involved loading and unloading a dishwasher. Dishes to be washed were placed in the dishroom window which was located in front of the dishwasher. All Bill had to do was load the dirty dishes into the dishwasher and return them to their original locations when they were clean. Both trainees' locations were similar in the following respect: 1) the areas in which they worked were small, and 2) co-workers and supervisors were always present. Chuck and Bonnie's tasks and locations were also similar. Both of their tasks involved cleaning tables and both of their locations were large cafeterias. Seldom was a co-worker or supervisor present at either location.

Another critical factor should also be mentioned. Prior to the study, all trainees were trained in their prospective areas by the obtrusive observer. During training, operant conditioning techniques were used and reinforcement was applied for correct responses. As pointed out by Redd (1969), "An adult who was consistently paired with contingent reinforcement acquired discriminative properties and functioned as a discriminative stimulus. His presence evoked previously reinforced behavior." The studies of Peterson and Grover (1971) and Rosenbaum and Breling (1976) also report similar results.

The implications of this study should be clear. It would appear that in some cases observation will directly influence the performance of handicapped individuals, even those with severe learning and/or behavioral handicaps. For many classrooms, workshops, institutions and

other applied settings, trainers and observers are one and the same. Although only further research can truly document this effect, it may be that the results of behavior modification outcome studies are not quite what they appear to be.

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